



Moorland Primary School

ACCESSIBILITY



Reviewed by: Executive Headteacher

Reviewed: September

Review Frequency: Every 3 years

Next Review Date: September 2029

Approved and Adopted by FGB

Approval Date 14 October 2026

1. Aims and commitment

Moorland Primary School is committed to inclusive mainstream education and to ensuring that disabled pupils can access, participate in and benefit from school life as fully as possible. We aim to identify and remove barriers before they disadvantage pupils, while recognising that reasonable adjustments are individual and should be informed by the pupil's needs, views and circumstances.

Under Schedule 10 of the Equality Act 2010, the school's accessibility planning is directed towards three statutory aims:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment so disabled pupils can take better advantage of education, benefits, facilities and services provided or offered by the school; and
- improving the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled.

The plan is available on the school website. Paper copies and alternative accessible formats will be provided on request where reasonably practicable. Accessibility is considered alongside SEND, equality, safeguarding, medical needs, attendance, curriculum design, educational visits and the management of the school estate.

The school will involve relevant stakeholders in reviewing accessibility, including pupils, parents/carers, staff, governors and external professionals where appropriate. Pupil and parent voice will be used to help identify barriers and evaluate whether adjustments are effective.

2. Legislation and guidance

This plan has been prepared with regard to the Equality Act 2010, including Schedule 10 and the duty to make reasonable adjustments for disabled pupils, and the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

For the purposes of the Equality Act 2010, a person is disabled where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Long-term' generally means lasting, or likely to last, 12 months or more, and 'substantial' means more than minor or trivial. The definition can include sensory impairments and long-term health conditions.

The school will not discriminate against disabled pupils and will make reasonable adjustments where a disabled pupil would otherwise be placed at a substantial disadvantage. This may include changes to policies or practice and the provision of auxiliary aids and services. Accessibility planning also addresses improvements to the physical environment over time.

The plan also takes account of current Department for Education guidance on equality and SEND and, when considering changes to the school estate, the DfE's 2026 Inclusive Education Estates guidance. The government's 2026 SEND reform programme is noted as developing policy; proposed reforms will not be treated as statutory requirements unless and until they come into force.

3. Moorland context and current accessibility

Moorland is predominantly a single-storey primary school. Existing accessibility features include wide shared areas and double-width doors, disabled parking bays, several flat entrances, ramped access to Cedar Hub and the Rainbow Room, and accessible toilets in multiple parts of the site. The school will continue to review accessibility in response to the needs of current and prospective pupils.

Curriculum access is supported through adaptive teaching, appropriate scaffolding and resources, reasonable adjustments, targeted support, specialist advice and equipment where required. The school uses a range of communication approaches, including visual and pictorial supports, large print and other adapted resources where appropriate.

4. Responsibilities

- The Governing Body provides oversight of the plan and considers progress and resource implications.
- The Headteacher is responsible for ensuring that accessibility is considered strategically and that agreed actions are implemented.
- The SENDCo/Inclusion Team supports identification of barriers, reasonable adjustments, staff development and liaison with families and external professionals.
- The site/operations team monitors physical access, maintenance, signage, routes, emergency arrangements and accessibility of facilities.
- Teachers are responsible for anticipating and responding to barriers to curriculum participation and for implementing agreed reasonable adjustments.

- All staff must raise accessibility concerns promptly and follow agreed plans and adjustments.

5. Accessibility action plan 2026–2029

The action plan is a live working document. Progress will be reviewed at least annually and actions may be amended where pupil needs, the school environment, statutory guidance or available evidence changes.

Priority / objective	Actions 2026–29	Lead	Timescale	Impact / success measures
1. Curriculum participation Ensure disabled pupils can participate fully in the curriculum and wider school life.	• Audit barriers for current pupils and prospective starters. • Embed adaptive teaching and the EEF '5-a-day' principles within teaching and CPD. • Ensure IPMs/EHCP provision and reasonable adjustments are understood and implemented. • Review access to PE, clubs, enrichment, trips and residential at planning stage. • Seek specialist advice/equipment where needed. • Use pupil and parent voice to review whether adjustments are working.	Headteacher SENDCo Teachers	Ongoing; formal review termly/annually	Disabled pupils access a broad and balanced curriculum and wider opportunities. Adjustments are implemented consistently. Participation, progress and pupil voice show barriers are being reduced.
2. Staff knowledge and inclusive practice Build staff confidence in identifying and removing barriers.	• Include SEND, disability and reasonable-adjustment expectations in induction. • Provide responsive CPD based on the needs of the cohort. • Share key strategies at transition and through planned SEND meetings. • Monitor implementation through learning walks, provision reviews and professional dialogue.	Headteacher SENDCo / Inclusion Team	2026–29	Staff can explain and apply reasonable adjustments. Monitoring shows greater consistency of adaptive practice and agreed provision.
3. Physical environment Maintain and progressively improve access to	• Complete an annual accessibility site walk/audit. • Keep accessible entrances, ramps,	Headteacher Operations/Site Lead SENDCo	Annual audit; actions prioritised by risk/need	Known physical barriers are identified and addressed proportionately.

buildings, outdoor areas and facilities.	toilets, parking bays and routes clear and usable. • Review signage, lighting, acoustics, sensory load, seating and navigation where relevant to pupil need. • Consider accessibility whenever refurbishment, purchasing or estate works are planned. • Review Personal Emergency Evacuation Plans (PEEPs) where required.			Disabled pupils can move around and use the site safely and with maximum independence.
4. Accessible information and communication Ensure information is available in forms disabled pupils and families can access.	• Identify individual communication and information needs at admission/transition and when needs change. • Provide formats such as large print, simplified/pictorial information, visual timetables, coloured backgrounds/overlays or assistive technology where appropriate. • Seek specialist advice for sensory or communication needs. • Review key digital and website content for accessibility and provide alternative formats on request.	SENDCo Office/Communications Teachers	Ongoing	Pupils receive information in a form they can understand and use. Families can request and receive reasonable alternative formats. Communication barriers are reduced.
5. Transition and preparedness Ensure accessibility needs are understood before transitions and changes.	• Liaise with early years settings, previous/next schools, families and professionals. • Share agreed reasonable adjustments and successful strategies between classes and phases. • Plan additional visits, visual information or familiarisation where	SENDCo Class teachers Phase leaders	At each transition point	Transitions are planned around individual need. Required provision is in place promptly and pupils/families report increased confidence.

	needed. • Review accessibility needs before significant timetable, room or staffing changes.			
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6. Accessibility audit – Moorland site

Feature	Current position	Action / control	Lead	Review
Storeys	Predominantly single storey; mezzanine at entrance used for office storage.	Mezzanine is not required for pupil access. Keep pupil-facing provision on accessible levels.	Operations/Site Lead	Annual
Corridors/shared areas	Few corridors; wide shared areas and double-width doors across the site.	Keep routes clear and review furniture/layout where individual mobility or sensory needs require.	All staff / Site Lead	Ongoing
Parking	Two disabled parking bays in staff/visitor car park.	Keep available for appropriate use; monitor markings/signage.	Site Lead	Ongoing
Entrances	Flat access at main entrance, Rainbow Room, Nursery and Y5/6 block. Cedar Hub has ramped access. Some classroom/reading-garden fire exits include steps.	Maintain accessible routes and identify suitable accessible entrance/exit arrangements for individual pupils and visitors.	Site Lead	Ongoing
Ramps	Ramped access to Cedar Hub and Rainbow Room.	Inspect and maintain; keep routes unobstructed.	Site Lead	Ongoing
Accessible toilets	Accessible toilets at main entrance, Rainbow Room, Y5/6 block and Nursery building.	Keep accessible and available; do not use for storage.	Site Lead	Ongoing
Reception/sign-in	Ground-floor reception is accessible; sign-in equipment may be high for some users.	Office staff provide assistance and consider accessible positioning/alternative sign-in method when equipment is replaced.	Office / Operations	As required
Signage/wayfinding	Internal signage in place.	Review legibility, contrast, symbols and positioning as needs arise and during annual audit.	Site Lead / SENDCo	Annual

Emergency evacuation	Emergency routes are labelled.	Keep routes clear; complete/review PEEPs for pupils, staff or regular visitors who require them; ensure evacuation arrangements account for inaccessible stepped exits.	Headteacher / Site Lead	Ongoing / individual
Sensory environment	Needs vary across cohort and spaces.	Consider acoustics, lighting, visual clutter, quiet/regulation spaces and seating as part of pupil planning and estate review.	SENDCo / Site Lead	Annual / as required

7. Accessible information and requests for adjustments

Parents/carers and pupils are encouraged to tell the school about disability-related barriers or communication needs as early as possible. Requests for reasonable adjustments will be considered individually, taking account of the nature of the disadvantage, effectiveness and practicality of the proposed adjustment, health and safety, available resources and relevant professional advice.

Where information is not accessible in its standard format, the school will consider reasonable alternatives such as enlarged text, simplified language, pictorial/symbol-supported information, electronic copies compatible with assistive technology, or other formats appropriate to the individual.

8. Monitoring, evaluation and review

The Governing Body and Headteacher will monitor implementation of this plan. The action plan and accessibility audit will be reviewed at least annually, with a full plan review at least every three years. The plan may be revised sooner where there are significant changes to pupil need, the school estate, legislation or statutory guidance.

Monitoring will consider, where relevant:

- pupil and parent/carer feedback;
- participation in curriculum, enrichment, trips and wider school life;
- implementation and effectiveness of reasonable adjustments;
- SEND and inclusion monitoring, attendance and behaviour information where accessibility may be a factor;
- site audits, maintenance issues and emergency evacuation arrangements; and
- staff training needs and evidence from learning walks or provision reviews.

The school will allocate resources to accessibility improvements according to identified need, statutory duties, risk and reasonable practicability. Longer-term estate improvements will be considered through school and Trust premises planning.

9. Concerns and complaints

Concerns about accessibility or reasonable adjustments should normally be raised with the class teacher, SENDCo/Inclusion Team or Headteacher so that they can be addressed promptly. Where a concern is not resolved informally, the school's complaints procedure applies. Nothing in the school's complaints process removes any statutory rights available under equality or SEND legislation.

10. Links with other policies and documents

- SEND Policy and SEND Information Report
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Risk Assessment procedures
- Educational Visits procedures

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- First Aid Policy
- Emergency evacuation and PEEP arrangements

11. Key statutory and guidance references

- Equality Act 2010, including Schedule 10
- SEND Code of Practice: 0 to 25 years
- Department for Education: Equality Act 2010 – advice for schools
- Department for Education: requirements for school/academy website publication relating to SEND and accessibility
- Department for Education: Inclusive Education Estates (2026)