Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

Accessibility plan

This policy was reviewed Spring 2026

The policy is to be reviewed: Spring 2029

Signed …….. Chair of Governors

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Monks Risborough Church of England Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Monks Risborough Church of England Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Pupils with a disability have support plans and provision maps to personalise their learning	Enhance accessibility of learning materials Increase representation and inclusivity across the curriculum	Audit and expand our assistive technology to support access to learning Ensure effective scaffolding and resources are available in accessible formats across the curriculum Embed examples of diverse disabilities in PSHE, Collective Worships and curriculum units to ensure representation across the curriculum.	SM/AR EH/AR		All staff use adapted materials for pupils using them. Staff are confident to use new technology to support accessibility. Pupils show increased awareness of disabilities.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Colour contrasts to support visually impaired on steps and items that stick out. • PEEPs for pupils and staff with disability	Improve accessibility of external areas. Increase the accessibility of internal doors. Maintain accessibility features already in places	Create disabled parking bay close to the main entrance of the school. Conduct an audit of internal doors. Trial accessible internal door solutions for the door in from the office to ensure accessibility and safeguarding requirements are complete. Termly checks of ramps, colour contrast, handrails and wheelchair accessible areas.	WS/FW WS/FW WS/FW		Disable parking bay to be completed and usable by end of the year. Completed audit of internal doors and action plan on replacing any necessary doors. Main internal door entrance to be deem good in term of safeguarding and accessibility. Accessibility features are kept in good condition.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Large print resources • Braille • Pictorial or symbolic representations • Makaton signing • Visual timetables	Improve signage and wayfinding for visually impaired and SEND pupils. Improve accessibility of school's telephone system.	Upgrade signage across the school to include larger fonts, high-contrast colours and pictorial symbols. Upgrade phones in offices and staffroom. Install new phones Staff training on how to use new phones.	MH/SM/AR FW		Children, staff and visitors are able to locate key areas easily. Staff and visitors feel the phone system has improved and easy to use.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENDCo

It will be approved by the Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy