



Accessibility Plan

Moss Valley Primary Academy

Moss Valley Primary
Academy



Approved by:	David Nightingale	Date: 27.03.2026
Last reviewed on:	March 2026	
Next review due by:	Sept 2027	

Contents

1. Aims	2
3. Action plan	4
4. Monitoring arrangements.....	11
5. Links with other policies.....	11

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 Moss Valley our aim is to nurture and empower our learners to reach their own academic potential and gain the confidence and skills to ensure that they excel at our school, higher education/university and beyond. We are a school that is committed to the celebration of difference and similarities and are proud to have a Designated Provision for ASC children in school. We strive to

- ensure all disabled pupils are fully involved in school life and are making good progress.
- identify barriers to participation and find practical solutions to overcoming them.
- work collaboratively with disabled pupils and their parents/carers to create appropriate provision including robust EHCPs.
- increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting wide range of disabled pupils.

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.

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 the Headteacher, Staff and Governors

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.

3. Action plan

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

AIM	GOOD PRACTICE Including established practice and practice under development	OBJECTIVES Short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>PEEPs (Personal Emergency Evacuation Plans) developed for pupils who need them.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This may include</p> <ul style="list-style-type: none"> Ramps Corridor width in the main school Accessible parking bays Accessible toilets and changing facilities High visibility strips to mark stairs/steps Handrails in place Lifts Evac chair in case of emergency Emergency buttons to notify of disabled person in case of fire. 	<p>Short Term</p> <p>Ensure that pupils have the opportunity for physiotherapy in school as directed by the pupil's physiotherapist</p> <p>Pupils with specific needs have all the appropriate equipment and furniture as recommended by the pupil's OT/Physio</p>	<p>Timetabled physio sessions for those pupils who need it. Staff to work 1:1 with all of the necessary equipment and training.</p> <p>Purchase of specialist equipment to assist access to the school environment.</p> <p>All Learning Support Assistants informed of which pupils they are responsible for in an emergency.</p> <p>PEEP forms are stored with emergency evacuation register held by the Class Teacher and SENCO and brought to the evacuation point</p>	<p>SENCO & SLT to co-ordinate training, allocate staff and rooms for the physio.</p> <p>HLTA, SENCO, Learning Support Assistants</p>	<p>Short term (less than 1 year)</p> <p>Ongoing</p> <p>ongoing</p>	<p>Hold reviews with medical staff as necessary e.g., physiotherapists, occupational therapists etc.</p> <p>Identified pupils are aware of their PEEP.</p> <p>Completed PEEP's in place for all identified pupils.</p> <p>Pupils will have reasonable access to classrooms and specialist rooms in the school.</p>

AIM	GOOD PRACTICE Including established practice and practice under development	OBJECTIVES Short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Short Term All staff are continually trained to employ quality first teaching strategies in the first instance to respond to individual needs. All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils</p> <p>Medium Term Continue to ensure that we have succession planning in place so that we have the expertise and capacity required to support specific needs.</p>	<p>Curriculum continually adapted in response to changing needs as informed by SENCO Plan and deliver bespoke training opportunities with outside agencies when the need arises. Performance Management process used to identify training needs amongst teaching staff</p> <p>Recommendations from OT and PT services will be actioned. Alternative and adapted equipment to be purchased if necessary</p>	<p>SENCO/ SLT</p>	<p>Ongoing</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all pupils are met. Staff are confident in using suggested strategies, pupils benefit from an adapted and differentiated curriculum appropriate to their needs. Pupils make expected or better progress. Learning walks ensure this is embedded in lessons.</p>

AIM	GOOD PRACTICE Including established practice and practice under development	OBJECTIVES Short, medium and long term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school will use a range of communication methods to ensure information is accessible. This may include:</p> <p>Individual pupils who have a visual impairment having access to a personal iPad to access resources in a lesson.</p> <p>Large print resources</p> <p>Use of radio aids/roger</p> <p>Quality First Teaching strategies include recommendations of reasonable adjustments to include: buff backgrounds or relevant coloured paper, use of subtitles on video clips.</p>	<p>Regularly review access to information in collaboration with parents/carers and pupils to ensure that communication methods are appropriate to need.</p>	<p>Regularly review access to information in collaboration with parents/carers and pupils to ensure that communication methods are appropriate to need.</p>	<p>HLTA/ Learning Support Assistants</p>	<p>Ongoing</p>	<p>Staff will be fully equipped with the right strategies and equipment to support pupils with disabilities, to access information delivered in lessons</p>

Appendix 1: Accessibility plan

	Issue	Green	Amber	Red	Notes
1	Is furniture and equipment selected, adjusted and located appropriately?				Pupils who require additional equipment have had necessary assessments and equipment ordered. This should be reviewed at least annually.
2	Are pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures for specific pupils with a disability?				Currently no children needing this completing at the moment but will monitor any new starters.
4	Is appropriate furniture and equipment provided to meet the needs of individual pupils?				Use of wobble cushions, specific seating and allowances made for children who need this.
5	Do furniture layouts allow easy movement for pupils with disabilities?				Clutter free classroom with clear walkways.
6	Are quiet rooms/calming rooms available to children who need this facility?				Available sensory room in Orchard building. Classrooms have quiet spaces for mainstream children.
7	Are car park spaces reserved for disabled people near the main entrance?				In main car park.
8	Are there barriers to easy movement around the site and to the main entrance?				Ramps and flat level entrances to all doors.
9	Are steps needed for access to the main entrance?				No stepped access to entrances.
10	Do all those steps have a contrasting colour edging?				N/A No steps.
11	If there are steps, is a ramp provided to access the main entrance?				N/A- No steps. Ramped access available to entrances throughout school.

12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				Rails on all ramps.
13	Is it possible for a wheelchair user to get through the principal door unaided?				Ground level but a pull door- push door would make access easier.
14	If no is an alternative wheelchair accessible entrance provided?				School can be accessed through the ramped entrance via the main school hall very close to reception area.
15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				Push doors but fobbed for security.
16	Do all internal doors allow a wheelchair user to get through unaided?				Potential 2-way doors needed but not always possible due to fire doors being needed throughout school.
17	Do all corridors have a clear unobstructed width of 1.2m?				
18	Does each block have a wheelchair accessible toilet?				Disabled toilet available in main school (near reception and near Y6 classroom). Disabled toilet available in the Orchard and Acorn buildings.
19	Does the relevant block have accessible changing rooms/shower facilities?				No shower facilities or changing rooms.
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?				N/A- No shower or changing facilities.
21	Is there a continuous handrail on each internal stair flight and landing?				N/A- No stairs.
22	Do the blocks have a lift that can be used by wheelchair users?				N/A- No blocks.

23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				N/A- 1 level.
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				All fire exits accessible to wheelchair users.
25	Are non -visual guides used to assist people to use the buildings?				Possible disabled signage needed.
26	Could any of the decor be confusing or disorientating for pupils with disabilities?				N/A- neutral décor throughout school.
27	Is a hearing induction loop available (either fixed or portable) in the school?				No hearing induction loop available- look into ordering one for school, Orchard and Acorn buildings.
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				Flashing lights evident.
29	Do you provide information in simple language,				
	symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				Use symbols and large print but do not offer audiotape or braille alternatives.
30	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?				Use of IWB, visuals, audio and visual.
31	Do you have the facilities such as ICT to produce written information in different formats?				Use of IWB in classrooms and main school hall.
32	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?				All staff trained accordingly.
33	Are lifts, platforms and stair lifts regularly serviced?				N/A- No lifts or stairs lifts needed.
34	Are accessible WC's kept clear and not used for storage?				All disabled WCs clear of clutter.

35	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?				
36	Do you consider tonal and colour contrast before a redecoration scheme?				
37	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?				HT and site manager do site walk rounds to check quality of furniture and building etc.
38	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?				Site manager regularly checks fire alarm systems and tests them.
39	Is there a fire escape strategy for visitors who may require assistance?				
40	Is there a personal egress plan prepared for any member of staff who may require assistance?				
41	If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?				All people with disabilities should be able to evacuate the building using ramped fire exits.

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 governing body

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