



Monkfrith School

Accessibility Plan 2025- 2028

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and;
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Monkfrith the Plan will be monitored by the Headteacher and evaluated by the Resources Committee.

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

1) The Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Resources Committee.

2) Monkfrith 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) The Monkfrith School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Monkfrith School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current Practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the

school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

All entrances to the school have ramps and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The school has a series of small staircases (8 steps). Two of these staircases have a wheelchair lift meaning that most areas of school can be accessed and we would be able to make reasonable adjustments if the need arose. The school does have a car park with two disabled bays. There are disabled toilet facilities available for staff and children. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

This will be reviewed every three years.

It was last reviewed in December 2025.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To identify pupils who may need adapted or additional provision	Liaise with pre school providers. Liaise with parents	May to August	Headteacher EYFS Leader EYFS Teacher	Provision set in place ready for when the child/ren start school
To identify pupils who may need adapted or additional provision	Liaise with educational establishments to prepare for the intake of new children who transfer within year	Ongoing as need arises	Headteacher/Deputy Headteacher/SENCO	Provision set in place ready for when the child/ren start school
To comply with the Equality Act 2010	To regularly review policies to ensure that they reflect inclusive practices and procedures	Ongoing	Headteacher and Governing Body	All policies clearly reflect inclusive practice and procedure
To ensure collaboration between school and parents and outside agencies for pupils with additional needs	establish and maintain close liaison with parents establish and maintain close liaison with outside agencies	Ongoing	SLT, SENCo and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To include pupils with a disability, medical condition or other access	Create personalised risk assessments and access plans for individual children. Liaise with	Ongoing	SLT, SENCo and all teaching staff, extra-curricular service providers	Evidence that appropriate considerations and

needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.		and educational visits settings	reasonable adjustments have been made
Use appropriate assessment tools and activities for children working pre-key stage.	Ensure relevant staff are familiar with pre key stage and Oakleigh assessment models. Use other professionals' suggestions for adaptations of the curriculum. Continue to work with the SEND Spaces project and engage with cluster group SENDCos to maintain and develop practice.	Ongoing	SENDCo Staff in the Nest	Children working pre-key stage will have consistent approaches for assessment and planning . Children working pre-key stage will access every subject in a tailored way
All children continue to be visible in the curriculum and resources.	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.	Ongoing	SENDO All teachers	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation	Ongoing	SLT, SENCo, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

	procedures, are clear and that staff are capable of carrying them out.			
To ensure that improvements to the school premises are inclusive.	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	Headteacher Site Manager Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
To maintain safe access around the interior and exterior of the school.	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear.	Ongoing	Site Manager	There is safe access around school.
To evaluate day and residential trips.	Ensure all children are included in the risk assessments for trips and visits and support is put in place to ensure that all children are able to access the trip to the full extent.	Ongoing	Class teachers, SENCO Deputy Headteacher	All SEND children are able to access all trips.

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibility	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, SENCo, all teaching staff and Office staff	Evidence that appropriate considerations and reasonable adjustments have been made

<p>Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>	<p>Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</p>	<p>Ongoing</p>	<p>Whole Community</p>	<p>School</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.</p>
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