

Mickle Trafford Village School

We care, we learn, we belong

Accessibility Policy and Plan

Date of policy	Spring 2025
Date for Review	Spring 2026
Signed Headteacher	
Signed Chair of Governors	
Date policy approved by School Governing Body:	12.2.2025

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Statement of intent

This plan outlines how Mickle Trafford Village School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act 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.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.

- Governors.
- External partners.

We Care, We Learn, We Belong

This vision statement guides all that we strive for at Mickle Trafford Village School. We are committed to being lifelong learners who care about everyone in our school community. We strive to provide a nurturing environment in which every member of our school community feels as if they belong and where they are enabled to grow and succeed.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Action plan

Targets	Strategies	Timescales	Responsibility	Monitoring	Success Criteria
Curriculum - Ensure equal access to the curriculum to all					
The curriculum is adapted to meet the needs of all pupils.	Adaptations are made to lessons to offer tasks and resources that are 'different from' or 'additional to' in order to meet the needs of all pupils. Lessons are ambitious for all children.	Ongoing, long term target.	All class teachers	Subject leaders in all areas to monitor through learning walks, planning and book monitoring.	In all classes, lessons are adapted appropriately with careful consideration of the additional needs of the children in the class.
Progress is being made by all pupils across the school.	Data is analysed to ensure all pupils are making progress. Data analysis is used to highlight pupils who have inequality of achievement. Cohort trackers are kept up to date by class teachers to ensure maximum effectiveness and consistent review of intervention and provision.	Ongoing, long term target.	All class teachers Subject leaders SENCO SLT	Class teachers, Subject leaders, SENCO and SLT to monitor data and analyse particular groups after each assessment cycle. Termly data reports are shared at Governors meetings	Pupils in all groups make progress across the curriculum. Actions are put into place for any pupils who are not making the expected progress.

	SEND profiles are kept up to date by class teachers to ensure pupils with SEND receive personalised provision which is evaluated on a termly basis or more often.				
Increased awareness for all staff of the needs of children with SEND, including the need for sensory breaks.	<p>Whole school training provided for all staff for the needs of pupils in school. A specific focus on Sensory profiles, diet and circuits for certain children.</p> <p>All staff aware of the needs of their cohort.</p> <p>All staff aware of the needs of specific children across the school through discussions in staff meetings to raise concerns or queries.</p>	<p>Short Term</p> <p>Long Term</p>	SENCO	SENCO to ensure that training has been provided and that key information has been disseminated across the school for all staff.	Staff are trained to ensure that good practice for children with sensory and physical needs are used effectively and consistently across school.
All pupils are able to access the curriculum.	<p>Additional financial support to be sought for pupils to ensure that all pupils can access the curriculum.</p> <p>Resources are used to maximise the ability so pupils access the curriculum. These resources may include, visual timetables,</p>	Ongoing, long term target.	All class teachers	Monitored by SENCO and curriculum leaders.	The resources and support that is provided enable all pupils to access and achieve in the curriculum.

	prompt sheets, visual and hearing support, brain breaks and subject specific resources.				
Pupils with English as an Additional Language (EAL) are planned for and supported.	Any child with EAL receives appropriate support through resourcing and staffing in order to ensure that they access the curriculum and make progress.	Short Term, ongoing	All Class Teachers SLT	Monitored by Teachers	Pupils with EAL make progress across the curriculum and are integrated well within the class.
All pupils have equal opportunity to take part in the wider school and extra-curricular activities	All pupils are given equal and fair opportunities across the school, such as School Council, extra-curricular activities, sporting events, school trips.	Ongoing, long term	All Staff	Monitored by SLT, PE Lead and SENCO	Pupils with SEND are fairly represented in all aspects of the wider school and can access school trips.

Targets	Strategies	Timescales	Responsibility	Monitoring	Success Criteria
Physical Environment – Access to the physical environment is adapted to suit the needs of all pupils.					
Access needs are taken into account for pupils, staff, governors and visitors with additional needs.	Designated disabled parking Adapted work practice to accommodate adults' additional needs as necessary – including work space	Ongoing, long term	Site Maintenance Governors Class Teachers SLT SENCO	Governors SENCO SLT	The building is fit for purpose and physical adaptations have taken place to accommodate the needs of the pupils. Reasonable adjustments have been

	<p>and integration with children</p> <p>Advice from outside agencies is sought when required.</p> <p>The environment is adapted to the needs of adults and pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Additional adult support for children to move around school ● Ramps ● Corridor width ● Removal hazards – tidy cloakrooms etc. ● Disabled toilets / adapted toilets with additional rails ● Specialised / adapted classroom furniture and equipment purchased in line with professional advice ● Classrooms designed to support ASD needs – egg chairs/ quiet areas / workstations etc. 				<p>made when necessary to meet need.</p> <p>Appropriate plans in place for disabled pupils and all staff are aware of pupils needs</p> <p>All staff and governors feel confident their needs are met. Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention.</p> <p>Visually impaired people feel safe and secure in the school grounds</p> <p>All disabled staff, pupils and visitors have safe independent exit from the school</p> <p>All children have equal access to the curriculum.</p>
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	<ul style="list-style-type: none"> • Risk Assessments and access plans for pupils with SEND are completed when necessary. <p><i>Named children and adults on fire evacuation policy are given direct support (PEEPS)</i></p>				
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Targets	Strategies	Timescales	Responsibility	Monitoring	Success Criteria
Information – Improve the delivery of information to service users and pupils with a disability					
Information is presented clearly to all stakeholders.	Identified children have access to specific resources which communicates information clearly, for example, visual timetables, coloured overlays.	Ongoing	Class Teachers	SENCO	All pupils have the resources available to them which enables them to understand key information.
	Seating plans and assembly positions are taken into account so that all pupils can access the same level of information. E.g. pupils with hearing or visual disabilities.	Ongoing	Class Teachers	SLT, SENCO	All pupils are able to access the learning from their positions in the class.

	<p>Communication between school and home is emailed and put onto the school website. Hard copies are available in school and provided for people who require them. Letters and newsletters are written in clear print and in 'simple' English so that all can access.</p> <p>Google translate is used to translate documents to support EAL parents</p>	Ongoing	Office Staff	Head Teacher	Parents are able to access the information in many formats.
	Staff meeting notes are taken and shared with staff if they are unable to attend.	Weekly	Teachers	Head Teacher	Staff are kept up to date with current issues and professional development in school.
	Instagram/Facebook/X is used to communicate events when necessary in order to share information with the wider school.	Ongoing	All Staff	Computing Lead	All stakeholders are aware of the school Twitter feed and can access it to find out about key events in school.

	The school office will offer support and help parents to access information and complete forms.	Ongoing	Office Staff	Head Teacher	All parents will be able to access and complete forms accurately.
	The school website will be accessible to all, with clear organisation and access to all forms.	Ongoing	Office Staff Computing Lead	Computing Lead & Governor	The website will meet the statutory requirements and will be clearly designed and kept up to date.
	All SEND paperwork is appropriately written in 'simple' English where possible. Meetings are organised to discuss certain paperwork and support is offered to parents to understand outside agency paperwork.	Ongoing	Class Teachers	SENCO	SEND Profiles will be comprehensible to all and explained in further detail every term.
	Parents are engaged in their children's learning and outcomes throughout the year through parent's evenings, reports and additional meetings if necessary.	Ongoing (3 times per year)	Class Teachers	Head Teacher	All parents will be made aware of their child's academic and social progress throughout the year.