Mickleton Primary School



Accessibility Plan

2026–2029

1. Statement of Intent

At Mickleton Primary School, we are committed to providing an inclusive environment in which all pupils, staff, governors, parents and visitors are valued and respected. We are committed to ensuring equality of opportunity and eliminating discrimination in accordance with the Equality Act 2010.

This Accessibility Plan sets out how the school will improve access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information for pupils, parents and visitors with disabilities.

The school recognises that a disability may be physical, sensory, mental health related, neurodevelopmental or a long-term medical condition which has a substantial and long-term adverse impact on day-to-day activities.

This plan should be read alongside:

- Equality Information and Objectives
- SEND Policy
- SEND Information Report
- Health and Safety Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Procedure
- School Development Plan
- Site Traffic Management and Parking Procedures

The Governing Board will ensure that reasonable adjustments are made, where appropriate, to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers. The school will work closely with pupils, parents, external agencies and the Local Authority to identify and remove barriers to learning and participation.

Reasonable Adjustments and Access to School

The school recognises that some pupils may experience anxiety, emotionally based school avoidance (EBSA), neurodivergent needs, mental health

difficulties or other disabilities that affect their ability to access school successfully at the start of the day.

Reasonable adjustments may include:

- Attendance support plans.
- Graduated transition arrangements.
- Access to the Soft Start Hub.
- Staff-supported drop-off arrangements.
- Alternative arrival routines.
- Access to identified safe spaces and regulation opportunities.
- Structured support from identified adults.

The school will work collaboratively with parents, pupils and relevant professionals to identify and implement adjustments that are reasonable, proportionate and effective. Arrangements will be reviewed regularly to ensure they continue to meet the needs of the pupil whilst promoting increasing independence.

Balancing Reasonable Adjustments and Whole-School Safety

Mickleton Primary School is committed to making reasonable adjustments for disabled pupils in accordance with the Equality Act 2010.

Decisions regarding reasonable adjustments are made on an individual basis, taking account of:

- The needs of the pupil.
- The effectiveness of the proposed adjustment.
- Available resources.
- Safeguarding requirements.
- Fire safety obligations.
- The health and safety of all users of the site.

The school operates a number of site-wide control measures, including traffic management arrangements, vehicle movement restrictions, parking controls, visitor management procedures and fire evacuation routes. These measures are implemented to protect the entire school community and will not normally be altered where doing so would increase risk to others.

Where a requested adjustment is not considered reasonable because of health and safety, safeguarding or fire safety considerations, the school will work with parents and relevant professionals to identify alternative reasonable adjustments that support the pupil's successful access to education.

2. Accessibility Audit Summary

The school continues to maintain an inclusive learning environment and makes reasonable adjustments where required.

Physical Environment

Current strengths include:

- Level access available to the majority of teaching areas.
- Accessible toilet facilities available.
- Appropriate lighting across learning spaces.
- Safe vehicle and pedestrian access arrangements.
- Graduated transition arrangements available for pupils experiencing anxiety, emotionally based school avoidance or other identified disabilities affecting access to school.
- Access to the Soft Start Hub where appropriate as part of an agreed support plan.
- Supported alternative drop-off arrangements where required to reduce barriers to attendance whilst maintaining site safety and safeguarding arrangements.
- Managed vehicle and pedestrian access arrangements which support accessibility and site safety.
- Individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) implemented where required.

Curriculum Access

Current strengths include:

- High-quality adaptive teaching across the school.
- SEND provision tailored to individual needs.
- Use of specialist advice from external agencies where required.
- Access to appropriate interventions and support programmes.
- Inclusive educational visits, clubs and enrichment opportunities.
- Strong partnership working with families and external professionals.

Information Access

Current strengths include:

- Website providing key information electronically.

- Parent communications available through multiple channels.
- Alternative formats available where required.
- Interpretation and translation support accessed when necessary.

3. Accessibility Action Plan 2026-2029

Priority Area 1: Improving Access to the Physical Environment

Objective	Actions	Lead	Timescale	Success Criteria
Maintain an accessible school environment	Conduct annual accessibility audits of buildings and grounds	Headteacher / SBM	Annually	Accessibility issues identified and addressed promptly
Ensure safe access for all users	Monitor pathways, entrances, lighting, signage and parking arrangements	SBM	Ongoing	School site remains accessible and safe
Maintain safe and accessible vehicle access arrangements	Review vehicle, pedestrian and parking arrangements annually	SBM / Headteacher	Annually	Site remains safe and accessible for all users
Improve emergency access arrangements	Review risk assessments and PEEPs annually and when needs change	SENDCo / Headteacher	Annually	Appropriate evacuation arrangements in place
Ensure future developments consider accessibility	Include accessibility considerations in all refurbishment and maintenance projects	SBM / Governors	Ongoing	Accessibility forms part of all premises planning
Enhance accessibility of outdoor provision	Review accessibility of playgrounds, outdoor learning spaces and sporting activities	Headteacher / SBM	By July 2027	Increased access to outdoor learning opportunities
Maintain accessible facilities	Monitor accessibility of hygiene, toileting and changing facilities	SBM	Ongoing	Facilities remain fit for purpose

Priority Area 2: Increasing Access to the Curriculum

Objective	Actions	Lead	Timescale	Success Criteria
Ensure all pupils have equitable access to learning	Continue adaptive teaching approaches across the curriculum	All Staff	Ongoing	Learning needs effectively met
Develop staff knowledge and expertise	Deliver ongoing SEND, inclusion and neurodiversity training	Headteacher / SENDCo	Annual Programme	Staff demonstrate improved confidence and competence
Improve access through technology	Review and utilise assistive technology where appropriate	SENDCo	Ongoing	Pupils access suitable support technology

Enhance participation in enrichment opportunities	Plan clubs, trips and residential visits inclusively	Educational Visit Leaders	Ongoing	Disabled pupils participate fully wherever possible
Support early identification of need	Maintain effective assessment and graduated response processes	SENDCo	Ongoing	Needs identified and supported promptly
Promote positive attitudes towards diversity	Embed inclusion, equality and respect throughout the curriculum and assemblies	SLT	Ongoing	Pupils demonstrate understanding and respect for diversity
Remove barriers to learning	Ensure resources are accessible and adapted where required	Class Teachers	Ongoing	Pupils can engage successfully with learning

Priority Area 3: Improving Access to Information

Objective	Actions	Lead	Timescale	Success Criteria
Improve access to written information	Provide information in alternative formats when requested	Office Team	Ongoing	Information available to all stakeholders
Improve website accessibility	Monitor website accessibility compliance annually	Headteacher / Website Administrator	Annual Review	Website remains accessible and compliant
Ensure effective communication with families	Use clear, plain English and minimise jargon	All Staff	Ongoing	Parent feedback indicates communications are accessible
Support families with additional communication needs	Access interpretation and translation services where required	Office Team	Ongoing	Families can access school information effectively
Improve accessibility of digital documents	Ensure documents follow accessibility principles wherever possible	Staff	Ongoing	Documents are easier to access electronically
Continue multiple communication methods	Use website, email, telephone, meetings and communication platforms appropriately	All Staff	Ongoing	Information reaches all stakeholders effectively

Priority Area 4: Supporting Accessible Transitions and Emotional Wellbeing

The school recognises that some pupils may experience anxiety, emotionally based school avoidance, neurodivergent needs, mental health difficulties or other disabilities which affect their ability to access school successfully. The school is committed to reducing barriers to attendance and participation through appropriate and proportionate reasonable adjustments.

Objective	Actions	Lead	Timescale	Success Criteria
Improve accessibility of the school day	Maintain and develop the Soft Start Hub provision to provide a calm and supported transition into school	Headteacher / SEND	Ongoing	Pupils access school successfully and begin the day

		Co		positively
Implement reasonable adjustments	Develop attendance support plans, graduated transitions and personalised arrival routines where appropriate	SEND Co	Ongoing	Pupils demonstrate improved confidence in accessing school
Ensure consistency of support	Identify key adults to support pupils during transition periods	SEND Co / Class Teachers	Ongoing	Pupils have trusted adults available
Promote increasing independence	Review support plans and reduce adjustments appropriately over time	SEND Co / Headteacher	Termly	Pupils become increasingly independent
Maintain safe and proportionate arrangements	Consider each adjustment alongside Equality Act duties, safeguarding requirements, health and safety obligations and fire safety considerations	Headteacher / SEND Co	Ongoing	Individual needs are supported whilst maintaining safe site operations
Monitor effectiveness of adjustments	Review attendance, wellbeing, pupil voice and parent feedback	Headteacher / SEND Co	Termly	Support arrangements remain appropriate and effective

Soft Start Hub Provision

The Soft Start Hub is the school's primary graduated provision for supporting pupils whose disability, anxiety, emotionally based school avoidance, neurodivergent needs or additional needs create barriers to accessing school at the start of the day. Access may be considered following discussion with parents, school staff and, where appropriate, external professionals.

The school's approach reflects the graduated response outlined in the SEND Code of Practice, ensuring that support is assessed, planned, implemented and reviewed in partnership with pupils, parents and relevant professionals.

The school may consider:

- Soft Start Hub access.
- Supported drop-off routines.
- Identified key adults.
- Alternative entrances.
- Phased transitions.
- Attendance support plans.

These arrangements enable the school to meet individual needs whilst maintaining consistent safeguarding, operational and safety arrangements across the site.

Main Entrance Arrangements

The main school entrance is not designated as a pupil entrance and is not ordinarily used for pupil arrival or departure. The entrance forms part of the school's fire evacuation and emergency management arrangements, visitor management procedures and safeguarding controls. The area must remain available for emergency access, evacuation procedures and operational safeguarding purposes.

Consequently, routine use of the main entrance as a reasonable adjustment will not normally be considered appropriate. Where a pupil has an identified disability or additional need affecting access to school, the school will consider alternative reasonable adjustments that support successful entry whilst maintaining safeguarding, fire safety and operational requirements.

Traffic Management and Parking Controls

The school operates managed vehicle and pedestrian access arrangements designed to minimise risks to children and all other site users.

These arrangements include:

- Restricted vehicle movements during pupil arrival and departure times.
- Mandatory reverse parking for all staff, contractors and visitors using the school car park.
- Controlled pedestrian routes.
- Emergency access and evacuation procedures.

These arrangements form part of the school's site-wide health and safety risk management procedures and are designed to protect all users of the site. The school would not normally amend or disapply these controls as part of an individual reasonable adjustment where doing so would create or increase risks to pupils, staff, parents, visitors or contractors. Where a requested adjustment is not considered reasonable for health and safety reasons, alternative approaches will be considered to achieve the intended support.

Further information can be found in the school Car Parking Policy.

4. Monitoring and Evaluation

The implementation of this Accessibility Plan will be monitored by:

- Headteacher

- SENDCo
- School Business Manager
- Governing Board

Progress will be evaluated through:

- Annual accessibility audits.
- SEND reviews and provision monitoring.
- Governor monitoring visits.
- Parent and pupil feedback.
- Health and safety inspections.
- Premises inspections.
- Evaluation of Soft Start Hub provision and its impact on attendance, wellbeing and access to learning.
- Monitoring of personalised transition arrangements and reasonable adjustments relating to school entry.
- Review of attendance outcomes for pupils receiving additional accessibility support.
- Monitoring the effectiveness of reasonable adjustments implemented for pupils with disabilities.
- Annual review of site traffic management arrangements.
- School improvement monitoring activities.

The Governing Board will receive regular updates on progress and consider emerging accessibility requirements as part of strategic planning.

5. Equality Impact

This plan contributes to the school's Public Sector Equality Duty by supporting the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between different groups within the school community.

Mickleton Primary School is committed to ensuring that all pupils can participate fully in school life and achieve their potential regardless of disability, need or circumstance.