



Moordown St John's CE Primary School

Accessibility Plan 2026-2030

Appendix to the Policy for Equality

*“A Christian community where commitment to
educational excellence changes lives”*

The Board of Directors of Moordown St. Johns CE Primary School ratified this plan on 24th September 2026

Review Date: September 2029

A copy of this policy in an alternative format, such as large print or a different language, may be provided on request from the school office.

Moordown St John's CE Primary School Accessibility Plan

Contextual Information

Moordown St Johns school maintains an important role in the community of Moordown and Winton. There has been a church school in Moordown since 1853 and the first school was built on our current site in 1878.

In 1995 major expansion took place which enabled us to accommodate more pupils. Since then, further adaptations to the building have been made to provide access to specialist facilities eg sound proof room for children with hearing impairment.

The school is mostly one level with two classrooms and the staff room on the upper floor.

1. Accessibility Plan 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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our Christian vision calls us to remove barriers to participation so that every member of our community can flourish. Everyone is loved by God, created in God's image and entitled to dignity, respect and the opportunity to flourish. We believe accessibility is about enabling everyone to **belong, excel, shine and thrive** regardless of disability or additional need.

This 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, including working with parents and carers, our umbrella trust BST, our local authority BCP, and other external professionals.

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.

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.

This plan should be read alongside the school's Equality Policy, SEND/Inclusion arrangements, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions Policy and Allergy Safety Policy. Together, these arrangements support the school's duty to make reasonable adjustments and remove barriers to participation.

3. Action Plan

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

1. Increasing access for pupils with disabilities and those with additional access needs to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs through the use of the hub system for maths and English and mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, we offer all children our 'Blossoming Best Charter' detailing the wide range of experiences and opportunities they will take part in at MSJ, beyond classroom learning.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability	Offer an adapted curriculum for all pupils who need one. Use resources tailored to the needs of pupils who require support to access the curriculum, eg concrete materials; dual coded visuals using Widgit. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability, using B-Squared platform when appropriate. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Ongoing throughout the duration of the plan. Training updated and refreshed as needed or when new staff members join. Improved use of Widgit – by Summer 2027. B-Squared implemented 2026-27. Set up Autumn 26, review Summer 27. Ongoing throughout the duration of the plan.	Teachers / SENCOs / SLT	Pupils with additional needs make progress through increased access to an adaptive curriculum.

Increase confidence of all staff in adapting the curriculum to match the needs of all learners.	Monitor and review staff training needs on curriculum access. Regular training will include: • autism inclusive practice • ADHD • dyslexia friendly • Deaf awareness • medical needs • reasonable adjustments • adaptive teaching communication friendly environment	Ongoing throughout the duration of the plan. Training regularly updated and refreshed as needed or when new staff members join.	SENCOs / SLT	Through in school CPD evaluation and reflection, staff reported raised confidence in supporting children with a variety of needs.
To continually evaluate the deployment of TAs to support children's access to the curriculum.	Dynamically review needs of pupils within each class and allocate staff accordingly. Ensure staff skills are matched to pupils' needs. Use information gathered in termly progress meetings to make strategic decisions on staff deployment. Create regular CPD opportunities for TAs, eg weekly briefing/training sessions	Ongoing	Teachers / SLT	Pupils' needs are effectively met through considered deployment of skilled support staff. Pupils and TAs build rapport to support pupils' feelings of belonging, leading to reduced behaviour incidents for some.
Encourage and enable access to a broader curriculum and the wider life of the school	Annually review our Blossoming Best Charter and wider school provision. Make adaptations as needed for pupils with disabilities. Including • Swimming • Sports • Worship • Performance • Visitors to school • residential visits	Year group charters and provisions reviewed annually and as needed throughout the year.	SLT / teachers	Pupils feel an increased sense of belonging and flourish by accessing an enriched curriculum. The school will track and monitor the progress of vulnerable groups of pupils and review case studies of selected pupils.

All educational visits to be accessible to all	Risk assessments for educational visits will explicitly consider accessibility, reasonable adjustments and individual support requirements. Make adaptations as needed to ensure access, eg use of wheelchair, ear defenders, different entrance, use car not coach.	As required	Learning Outside the Classroom (LOTCL) leader / SENCOs	All pupils in school able to access all educational visits and take part in a range of activities
Directors to consider accessibility and equality when making strategic decisions	Directors to ensure that discussion and decisions consider equality Directors will receive regular updates on accessibility, equality and inclusion through Headteacher reports and policy monitoring, helping to inform their decision-making.	Ongoing	SLT / Directors	Directors aware of current issues relating to equality and accessibility

2. Improving access to the physical environment of the school

This plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main building and the physical environment within school to accommodate accessibility requirements.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of pupils with disabilities, staff, directors, parent/carers and visitors.	To create access plans for individual pupils with access needs as part of the Individual Support Plan and provision map process when required. Be aware of staff, directors and parents access needs and meet as appropriate. Consider access needs during recruitment process for staff. Environmental adaptations include: • seating • ramps • handrails • coloured stair edging • lighting • colour contrast • acoustic environment • signage • disabled parking bays • disabled toilets and changing facilities	As required Induction and on-going reviews as needed	SLT and site manager	Plans in place for pupils with access needs, and all staff aware of pupils needs. All staff and Directors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention decisions.

Layout of school to allow access for all pupils to all areas (with the exception of the two upstairs classrooms, currently used for year 6)	Consider access needs of pupils, parents/carers or visitors. If a pupil with additional access needs is in year 6, the classes can be moved to a downstairs classroom.	As required	SLT and site manager	Identified accessibility barriers are removed or reasonable adjustments implemented within agreed timescales.
Ensure access to front school reception area for all	Make changes to allow independent entry to the building for wheel chair user, eg auto-open door push button.	When funds allow	SLT	Disabled parents/carers/visitors feel welcome and the building becomes more independently accessible.
Improve external and internal environment access for visually impaired people.	Renew yellow strip marking step edges. Regularly replace broken blinds in classrooms and other spaces.	On going and as required	SLT and site manager	Visually impaired people feel safer and can move round more independently in school grounds and in school buildings.
Ensure pupils, staff and regular visitors with disabilities or access needs can be safely evacuated.	A Personal Emergency Evacuation Plan (PEEP) will be prepared for any pupil, member of staff or regular visitor who may require assistance to evacuate safely. Relevant staff will know the arrangements and plans will be readily accessible in an emergency. PEEPs will be reviewed at least annually and whenever an individual's needs, location or circumstances change.	By the end of Autumn 1 for identified pupils, and as soon as practicable when a new need is identified. Review at least annually and following relevant changes.	Teachers / SENCOs / SLT / Site Manager	Pupils, staff and regular visitors who require assistance have an appropriate, current evacuation plan and can be evacuated safely in an emergency.

Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.	Seek support from LA HI and VI advisory teachers.	Ongoing	LA HI and VI advisory teachers in conjunction with SENCOs.	All children have access to the appropriate environment to best support their learning and experience in school.
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3. Improving the delivery of written information to pupils with disabilities and those with additional access needs.

This will include planning to make written information that is normally provided by the school to its pupils more accessible to pupils and parents with additional access needs. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Continually review information to parents/carers to ensure it is accessible, including school apps and electronic communication	Provide information and letters in more accessible formats including: • Easy Read • accessible PDFs • translated documents • large print • electronic versions School office will support and help parents to: • access information in an appropriate format • complete school forms • access Arbor parent app, Juniper, and other online systems	Ongoing as needed	School Office IT manager / SENCOs	All parents receive information in a format that they can access. All parents understand what are the key points of school information. All parents are able to access relevant information about their child.
Improve the delivery of information in writing in an appropriate format for pupils with VI.	Provide suitably enlarged clear print and use matt laminates for pupils with a visual impairment. Seek advice from the HVSS on alternative formats	As required	TAs/SENCOs	Pupils with visual impairment are best supported to access the curriculum and experience success in their learning and an increased sense of belonging with their classmates.

Ensure all staff are aware of guidance on accessible formats.	Provide guidance to staff on accessible communication and dyslexia-friendly resources. Use Widgeit and other visual/image sources to dual-code resources where appropriate, alongside plain English and other reasonable adjustments for communication or cognitive needs.	On-going	SENCO and class teachers	Staff use dyslexia friendly strategies to produce clear teaching aids and resources.
Provide information in other languages for parents, pupils or prospective pupils.	Use of online translation, Access to translators, sign language interpreters to be considered and offered when possible.	As required	Office team / SENCO	Pupils and/or parents feel supported and included

4. Continuing to develop our whole-school inclusive culture

Accessibility is about more than buildings and resources. It is about communication, participation and a sense of belonging.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Continue to develop an inclusive culture where accessibility is considered in all aspects of school life.	Write our whole school Inclusion Strategy with accessibility being considered throughout the document. Continue to develop and embed strategies above.	By December 2026	SLT / SENCOs	Pupils and parents with additional access needs feel they belong at MSJ due to an increased ability to communicate with school staff; access wider school provisions; and make progress in their learning.

Complaints

Any complaint related to this plan will be dealt with through the school's complaints procedure.

Policy Review and Ratification

The Accessibility Plan has been carefully considered and ratified by the Board of Directors at its meeting on 24 September 2026.

This Plan will be monitored by Directors and will be reviewed every three years, with the next review taking place during September 2029, following an accessibility audit of the school.

This review will be brought forward should changes in protocol be recommended by either the Department for Education or the Local Authority.

Signed:



Chair, Board of Directors

Date: 24.09.26