



Safety ★ **Commitment** ★ **Aspirations**

Accessibility plan

Approved by: Jonathan Hyde

Date: 1st May 2026

Last reviewed on: 1st May 2026

Next review due by: 30th April 2028

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At Mapledene, we are more than a school — we are a family. Rooted in our core values of

'Safety, Commitment, Aspirations'

We create a positive, inclusive, and ambitious learning environment where every child, staff member, and family feel safe, valued, and supported.

We believe children thrive when they feel secure, respected, and inspired. Through strong relationships and a nurturing culture, we build emotional security and mutual respect, enabling children to grow with confidence.

This Accessibility Policy sets out our commitment to providing a safe, consistent, and accessible learning environment, where high aspirations are promoted and all learners are supported to participate fully and achieve their best outcomes.

Working closely with parents, carers, and external partners, we ensure every child—regardless of background or need—has the right support to flourish. We celebrate diversity and promote kindness, teaching children to embrace differences and recognise their unique strengths. Every child is encouraged to contribute, helping us build a caring, inclusive community.

Our broad, creative curriculum is designed to spark curiosity, foster independence, and prepare children for life as responsible global citizens. With personalised support, enrichment opportunities, and access to the full National Curriculum, every child is empowered to achieve their academic, social, and emotional potential.

We promote a *Growth Mindset*, celebrating effort, resilience, and achievement, while encouraging children to take ownership of their learning journey. High expectations and aspiration give children the confidence, character, and skills they need to thrive—both now and in the future.

Our ethos is reflected in our motto:

BELONG, BELIEVE, BE YOU; ACHIEVE.

1. Aims

This policy aims to show Mapledene's commitment to meeting our obligations with regards to all schools being 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 through our whole- school culture and ethos. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The school supports any available partnerships to develop and implement the plan.

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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum We follow advice provided by outside agencies to support individual pupils. Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	For school to continue to offer a differentiated curriculum to all pupils where needed. For staff to use high quality teaching strategies, including those from the OAG, this also includes modifications to curriculum where needed. For staff to set targets which are appropriate for pupils with additional needs	SENDCo and class teachers to continue to work with outside agencies. SLT, including SENDCo and subject leaders, ensure all staff receive regular CPD with regards to teaching and learning. SLT, including the SENDCo, to review and monitor teaching and learning. SENDCo and class teachers to identify targets through IEP meetings where parents are invited and children are present where appropriate.	SLT including SENDCo Subject Leaders Class Teachers	Summer term 2026	All pupils will enjoy their time at school and have the opportunity to participate in a range of activities in and outside the classroom. All pupils, regardless of disability, will make good or better progress in all areas of the curriculum. All pupils are aware of their targets and know how to improve their work. All staff understand and implement best practice in relation to inclusion including high quality teaching as per the OAG. All staff to access CPD to support with the above.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required and where possible. This includes: ➤ Ramps ➤ Disabled parking bays ➤ Disabled toilets and changing facilities ➤ Library shelves at wheelchair-accessible height Corridors are wide and are kept clear providing easy access to classrooms. Ongoing programme of assessing and working with PD team when necessary to support individual children. Clear signage in appropriate fonts throughout the school building. Access to areas without ramps like stage and upstairs classrooms is thought about and changes to classroom bases are made when needed.	To continue to monitor and adapt the school building and facilities where possible.	Meetings between SLT and site staff. Contact with outside agencies where needed.	SLT and Site Staff	Summer Term 2026	All pupils to enjoy their time at school and have the opportunity to participate in a range of activities both in and outside the classroom All pupils are able to navigate around school safely and independently where appropriate.
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Improve the delivery of information to pupils with a disability	Staff informed about good practice of using dyslexia friendly colours for presentations to children. Messages regarding school events are sent to parents via text to offer reminders School website has been designed to make it accessible to users on tablets and phones as far as possible. Curriculum is continually reviewed to ensure it meets the accessibility needs of all pupils Staff use appropriate equipment and supportive communication such as radio loops where needed Makaton Champion shares good practice with staff and Makaton signage shared around school.	To continue to share information for parents through texts and the school website in a format that is accessible to all. To continue to work with outside agencies to implement recommendations when needed. To develop staff and pupils use of Makaton.	SENDCo, outside agencies and Makaton champion to deliver CPD to all staff to embed Makaton further. SENDCo and outside agencies to deliver CPD to all staff if new training is needed with regards to equipment. Letters to follow specific format so that clear language and font is used.	SLT including SENDCo Makaton Champion	Summer term 2026	All pupils to enjoy their time at school and have the opportunity to participate in a range of activities both in and outside the classroom Parents and carers have access to information with regards to their child's education. Staff feel empowered by training delivered by SLT, SENDCo, Makaton champion and/or outside agencies.
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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 Headteacher and the SENDCo.

It will be shared with, and approved 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