



MOSSPITS LANE PRIMARY SCHOOL

Policy title	Accessibility Policy
Function	For information about our commitment to accessibility
Guidance	Equality Act 2010
Last reviewed	October 2026

Accessibility Policy

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 disabled pupils can participate in the curriculum.

By expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers 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.

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the availability of accessible information to pupils, staff, parents and visitors with disabilities.

Examples might include 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.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Mosspsits Lane Primary School we believe an entitlement to learning must be an entitlement for all pupils. Every child should have access to an appropriate education, which ensures that they have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be. We pride ourselves on being unique and inclusive where everybody is made to feel very welcome, fully included and has equality of opportunity regardless of background or ability. We celebrate diversity.

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.

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.

Vision and Values

Our school fully supports the vision of Liverpool City Council's Schools Accessibility Strategy.

'Liverpool fully endorses the 'social model' of disability, which proposes that it is society which dictates who is excluded- not the nature of the disability itself. The model recognises that removing barriers is as much about encouraging positive attitudes and behaviour traits as it is about removing physical barriers'

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Liverpool Inclusion definition that says:

'A person is disabled if 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. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Governors, staff, parents, School Council and pupils.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non- disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1. Action plan

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

Improving the Physical Access					
Priority	Action	Outcome	Responsibility	Time	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Pupil Profile process when required Be aware of staff, governors' and parents' access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter	The needs of pupils, staff and visitors with physical difficulties and sensory impairments will be addressed when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	PH KM	As required Induction and on-going if required Annually	Care Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities
Improve signage and external access for visually impaired people	Yellow strip mark all step edges	External steps highlighted in yellow / non-slip paint White nosings fitted to all stairs	JN	On going	Visually impaired people feel safe in school grounds

Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with external agencies on information with regard to the visual impaired and hearing-impaired pupils	Screen magnifier software for the visually impaired Features such as sticky keys and filter keys to aid disabled users in using a keyboard Use of coloured backgrounds that are dyslexia-friendly.	CK Pentretech	On-going and as required Software may be required as required	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in main reception, halls and classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Hearing loop fitted in main reception and Halls	LA / Speech and Language	Ongoing	All children have access to the equipment
All disabled pupils, staff and visitors can be safely evacuated. Fire escape routes are suitable for all Evac Chairs and training organised on stairwells	Make sure all areas of school can have wheelchair access Egress routes visual check	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils and staff with difficulties	PH / JN Fire Marshalls - PH / HT / SR / LG / TT /	On-going and as required and as appropriate Weekly	All disabled staff, pupils and visitors able to have safe independent egress
Increasing access for disabled pupils to the school curriculum					
Priority	Action	Outcome	Responsibility	Time	Success Criteria
Training for teachers on adapting the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the	PH / KM / SR Core Leadership	On-going and as required and as appropriate	Increase in access to the curriculum

		curriculum			
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	All staff	Termly	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	PH / JP / SR / JC	On-going and as required and as appropriate	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching Staff Core Leadership	On-going and as required and as appropriate	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents - e.g. through Creative Education Discuss perception of issues with staff to determine the	Whole school community aware of issues relating to Access	CLT	On-going and as required and as appropriate	Community will benefit by a more inclusive school and social environment

	current status of school				
Improving the delivery of written information					
Priority	Action	Outcome	Responsibility	Time	Success Criteria
Availability of written material in alternative Formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Office/PH	On-going and as required and as appropriate	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Office/PH		Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials.	All school information available for all who request it	Office/PH		Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Office/PH		School is more effective in meeting the needs of pupils.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be 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

Appendix 1: Accessibility audit

The table below contains some examples of features which might be assessed as part of an audit of the school’s physical environment. It is not an exhaustive list and will be adapted to suit the school’s context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				