



Montgomery Primary School Accessibility Policy

Approved by:

The Governing Board of Montgomery Primary School

Adopted on:

13th October 2025

Next review due by:

2026

Accessibility Policy

Contents

1. Introduction
2. Definition of Disability.....
3. Access to education and associated services
4. Aims.....
5. Practice.....
6. Related Policies
7. Review of Policy
8. The principles of the policy school's duties, considerations and what the school will do
9. The Plan

1. Introduction

1.1 From October 2010, the Equality Act has combined all previous acts relating to discrimination, into one, more encompassing area. This means that although the Disability Discrimination Act 2005 (DDA) has been superseded by the Equality Act, the Disability Equality Duty in the DDA continues to apply.

1.2 In accordance with the legislation and the Single Equality Policy, Montgomery Primary School take steps to advance equality of opportunity within the school by taking reasonable and necessary steps to meet student's needs by using a variety of approaches and planning reasonable adjustments for SEN students. We aim to enable students with disabilities to take as full a part as possible in all the activities part of their education. This should take in to account their individual strengths and needs and should allow each child to fulfil their potential.

2. Definition of Disability:-

2.1 A person has the protected characteristic of disability if they have a physical, neurological and/or mental impairment, which has what the law calls "a substantial and long – term adverse effect on their ability to carry out normal day – to - day activities".

2.2 There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. Examples include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long - term requirement is met.

2.3 Neurological impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia are covered.

2.4 According to the Equality Act 2010 the test to apply to decide if someone has the protected characteristic of disability are:

- the length of time the effect of the condition has lasted or will continue: it must be long term.
- the effect of the impairment is to make it more difficult and/or time – consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience and difficulty.

3. Access to education and associated services:-

3.1 This term covers the whole life at the school. It covers not just curriculum and teaching and learning but school clubs and activities, break and lunchtimes, Sports, policies, interaction with peers, assessment arrangements and preparation of leavers for their next stage of education.

4. Aims

4.1 The Montgomery Primary School Accessibility Policy, and associated school specific accessibility plans, will contain relevant and timely actions to:

- **Increase access to the curriculum,**
- **Improve access to the physical environment**
- **Improve and make reasonable adjustments to the delivery of written information**

5. Practice

5.1 We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for all students, staff and visitors to the School. The school accessibility plan will be reviewed annually and shows how we will increase access to education and associated services for students with disabilities to meet the three aims as stated above.

6. Related Policies

6.1 Related policies include:

- Intimate Care Policy
- Medical Policy
- Single Equality Policy
- Special Educational Needs and Disability (SEND) Policy
- Behaviour Policy
- School Improvement Plan
- Health and Safety Policy

7. Review of Policy

7.1 This policy is reviewed by the Governing Board of Montgomery Primary School every three years or as required by changes in legislation.

8. Principles of the Policy

The School's Duties

The school recognises its duty:-

- * not to discriminate against disabled pupils in their admissions and exclusions.
- * not to treat disabled pupils less favourably.
- * to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- * to publish an accessibility plan.
- * to value parents' knowledge of their child's disability and its effect on their child.
- * ensure the child and aren't/ carer has a voice.
- * to ensure the child and parents right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils.

The school will

- Adapt teaching to meet the needs of individuals
- Respond to pupil's diverse learning needs
- Support pupils to overcome barriers to learning and assessment
- Consider pupil's needs when planning activities and ensure children can participate fully
- Ensure activities can be accessed by all pupils
- Make reasonable adjustments to the environment and teaching and learning with consideration to individual needs.
- Communicate with parents and children to ensure their voice is heard through seesaw, phone calls, parents evenings and TAF meetings.
- Seek support and follow advice of the local authority specialist teachers, SEN advisors, EP and health professionals and other external professionals.

The school will consider the environment and will

- take account of the needs of pupils, staff and visitors to access the building and provides a wheel chair friendly building and lift.
- consider physical and sensory difficulties that impact the access of the building. consider adaptations and plans of refurbishment to the site and premises to include, lighting, acoustics, colour schemes and more accessible fixtures and fittings.
- Consider the impact of the environment on individuals and make reasonable adjustments accordingly.

The school will consider the provision of information and will

- Consider alternative ways of presenting information when requested. This can include but is not exclusively large print, coloured paper, translated, Recorded or orally given.

Improving Access to the Curriculum			
Outcomes	Actions	Resources	Success Criteria
. All pupils have access to a rich and exciting curriculum at an appropriate level	<p>Undertake an audit of staff training requirements and focus CPD</p> <p>Training for teachers on differentiating the curriculum to meet special needs</p> <p>Data analysis used to identify pupils working outside of year group so that appropriate learning is planned for them.</p>	<p>Use subject leads and outside agencies to support meeting CPD needs</p> <p>1:1 or group interventions to meet needs</p> <p>Termly pupil progress meetings to analyse progress and assessment data. Resources, provision and staffing deployment discussed</p>	<p>Teachers are able to more fully meet the requirements of disabled children's needs accessing the curriculum</p> <p>All pupils have access to a rich and exciting curriculum at an appropriate level</p>
All out-of-school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation and ensure consideration to individuals needs when planning trips, visits and experiences.	Plans and risk assessments to show all children can access all parts of school.	All out-of-school activities will be conducted in an inclusive environment
Classrooms are optimally 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 classes for individual pupils	A clear understanding of individuals needs and thought given to planning of all activities and areas of the curriculum	Pupils can access the classrooms due to the reasonable adjustments made to accommodate the needs of individual pupils
Children with need are considered within the curriculums intent	Consider how individual children will access and	All subjects leads consider this within the planning and class	All children will have adaptive teaching approaches to ensure all children can

and implementation to ensure full access	complete each activity ensuring barriers are removed	teachers implement this within lessons.	succeed within subjects and can access the full curriculum
ICT software used to support learning	Make sure software installed where needed, apps available to support individuals, opportunities to record in alternative ways given.	ICT equipment. Consideration given to all tasks of adaptive teaching approaches using ICT	Wider use of SEN resources and ICT used to meet children's needs within classrooms improving Access to the Curriculum
PE curriculum planned to ensure access for all	Lessons planned with all individuals needs considered. Opportunities sought for participation outside of school for all children.	Planned inclusive PE curriculum Opportunities sought outside of school	All children participate fully in PE. All children represent school outside of school at a sports event.

Increasing Access to the Physical Environment			
Outcomes	Actions	Resources	Success Criteria
Layout of school allows access for all stakeholders to all areas.	Consider needs of disabled pupils, parents and carers or visitors	Plan in place for any stakeholder with an individual need that is a barrier to them accessing the environment	School site accessible to all
Signage clear for visually or physically impaired people	Review and amend signage accordingly	Monitoring of signs around school. Timely response to any issues	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated in emergency	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	A shared understanding of any PEEPs in place Regular updates and monitoring of the plans	All disabled pupils and staff working alongside are, and feel, safe in the event of an emergency
Consideration is given to all children's needs and plans in place to consider lighting, acoustics, sensory needs and any other individual need.	A clear understanding of pupils and staff needs and support given in meeting these needs from all staff.	Monitor children's needs and learning plans and adapt the environment to meet need.	All children and staff will be able to access the environment and feel supported.

Improving the delivery of Written Information			
Outcomes	Actions	Resources	Success Criteria
Availability of written material in alternative formats	<p>The school will communicate to all stakeholders the options of all written information into alternative formats.</p> <p>This may include large print, or support in reading, an app to support</p>	<p>Information given to all stakeholders about alternative formats.</p> <p>Knowledge of individuals to ensure written information is provided in the correct format.</p>	<p>The school will communicate to all stakeholders the options of all written information into alternative formats.</p> <p>Individuals will be able to access written information in a format that supports them most.</p> <p>Large print, coloured paper, read to them.</p>
Review documentation with a view of ensuring accessibility for pupils with visual impairment	<p>Get advice on alternative formats and use of IT software to produce customized materials as required.</p>	<p>Advice sought and acted upon</p>	<p>All school information available for all</p>
Delivery of information in writing is in an appropriate format or language	<p>Provide suitably enlarged, clear print for pupils with a visual impairment on request, translate in to first language</p> <p>Support with technology and reading if required</p>	<p>Seek support to produce in correct format, language</p> <p>Support reading and understanding as necessary</p> <p>Translate when required</p>	<p>All stakeholders understand information given</p>
Pupils are able to access written information in the classroom	<p>Feedback on work is given verbally or written according to the age and stage of the pupil</p> <p>Tests are modified accordingly</p>	<p>Teachers have a clear understanding of the marking policy</p> <p>SLT and subject leads to monitor.</p>	<p>All children can access written information</p>

	<p>Technology is used to support</p> <p>Children's learning plans and targets are shared</p> <p>Outside agencies and specialist teachers accessed to support as required.</p>	<p>Class teachers modify in school test paper, head teacher orders external adapted papers</p>	
--	---	--	--