



Mount Primary Accessibility Plan- Reviewed Feb 2026

At Mount Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

Mount Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Policy and objectives
- CPD Strategy
- Health & Safety (including off-site safety)
- Special Educational Needs
- Positive Behaviour & Relationships Policy
- School Improvement Plan
- School Prospectus and Mission Statement
- Equal Opportunities Policy



8. The Accessibility Plan will be published on the school website.
9. The Accessibility Plan will be monitored through the Full Governing Board.
10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010.



Accessibility Plan

Improving Physical Access at Mount Primary				
Targets	Strategies	Timescale	Lead	Implementation
Children to consistently walk on left hand side on stairs and outdoor steps.	Reminders from all staff	Termly review	ZB	Children all walk on the left holding the handrail. Stand to right and hold on tight.
Ensure children with disabilities fully access the PE curriculum	Training for relevant staff to link with Edsential for support	Ongoing depending on SEND needs	TR/RSP	All children with disabilities access PE curriculum All access the curriculum. Work with physio to check PE meets their needs. Children with disabilities also have additional exercises. Manual Handling up to date
Ensure alternative meeting rooms are made available to those with accessibility issues	Meetings planned in advance to cater for needs of visitors	Ongoing	All staff	Easy access for all for meetings at Mount. Meeting rooms cater for needs of group accordingly.
Ensure equal access to all school events	Needs of parents and visitors are met through alternative entrance/ exit	Ongoing	All Staff	Front entrance has been made accessible through DAF Wheelchair users can access lower office window within school
Improving Curriculum at Mount Primary				
Targets	Strategies	Timescale	Lead	Implementation
Transition between year groups to include advice and support to ensure all children with additional needs are catered for	Transition meeting built in to timetable	July annually	ZB/RSP/KE/LS	All staff fully aware of needs of new children Additional transition time built in. SEND profiles updated for all children sent to teachers.
Training for staff in	All staff trained in	Summer Term	LS//KE/RSP	All staff have a deeper understanding of how to cater for specific needs within their class.



<p>supporting children with Autistic Spectrum Disorder and other specific learning difficulties</p>	<p>how to support these children in the classroom. Audit SEN training needs. Classroom audits</p>			<p>Children with ASD are fully integrated in all aspects of school life.</p> <p>All staff have read chapter 6 (school section) of the SEND code of practice (2014) so are aware of the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs.</p> <p>All teachers are trained in the graduated approach and specific resources have been shared to support children with differing needs</p> <p>The school's SENDCo is a qualified teacher and has completed the National SENDCo Qualification with merit – this is a post graduate certificate.</p> <p>Teachers and TAs have received training from the Autism Education Team</p> <p>Teachers have received training from the SENDCo about provision mapping using SMART targets and the graduated approach</p>
<p>All out of school activities are planned to ensure the participation of the whole range of pupils.</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements. Review out of school provision to ensure compliance with legislation.</p>	<p>Sept annually</p> <p>Ongoing as trips are planned</p>	<p>RSP/TR</p>	<p>Access to clubs is tracked and adjustments made to allow participation</p> <p>No pupils have been excluded from out of school activities – buggies used, taxi etc</p> <p>Significant adaptations made to ensure pupils can attend residential trips where their needs are met</p>



<p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>Review and implement the preferred layout of furniture and equipment to support the learning process in individual classes.</p>	<p>As required</p>	<p>Class teachers</p>	<p>We make the following adaptations to ensure the needs of our pupils with special educational needs are met effectively:</p> <ul style="list-style-type: none"> ● Differentiating our curriculum to ensure all pupils can access it. Pupils may be given different tasks or goals, have them presented in different ways or have more adult support in the lesson. ● Different grouping arrangements, perhaps working in a small group with pupils with similar needs ● Having an adult work on a one-to-one basis with a pupil for a while. ● Adapting our resources by making them clearer or more simplified. ● Using recommended aids: such as coloured overlays or coloured books and worksheets for some pupils with dyslexia; visual timetables for pupils who will benefit from the predictability of being able to see what's going to happen next; larger fonts and the use of specialist equipment such as pencil grips or writing slopes that change the writing position for a child; lap-tops; voice recorders and assistive technology such as a 'Clicker 8' and 'Proloquo'. ● Adapting our teaching, for example, giving longer processing times for those who need it, pre-teaching key vocabulary so the pupil can hit the ground running in the actual lesson, and breaking down instructions into smaller steps so pupils understand these more easily. <p>We can apply to make special arrangements for some pupils with special educational needs when they sit national tests or secondary school entrance exams where this is normal classroom practice. This could include additional time, coloured paper or having someone else scribe for them.</p> <p>Our school building is fully wheelchair accessible and is on two levels with a lift in the centre of the school. Designated disabled parking spaces are marked in the school grounds. There are accessible changing and toilet facilities on the</p>
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				<p>ground and the first floor. Where there are steps to the playground there is also a ramp.</p> <p>We have resources that have been selected with our special needs pupils in mind. For example, labelled trays with pictures as well as words, large letters on keyboards, visual resources, such as visual timetables.</p> <p>A few pupils have personal evacuation plans because of mobility needs.</p>
Ensure that provision available at lunchtime caters for the needs of all children	Additional activities linked to need available Audit of current resources and wish list created	Ongoing	TR/ZB/L S/KE	<p>Range of activities available to cater for children with physical disabilities</p> <p>TA support in place for children with disabilities and they are responsive to their needs.</p> <p>Nurture provision and lunch club supports some children who struggle to access the playground for long periods at lunchtime</p> <p>Children have allocated seats in the hall to reduce anxiety</p>

Improving the Delivery of Written Information at Mount Primary

Targets	Strategies	Timescale	Lead	Implementation
Improve the availability of written information in alternative formats	All documents to be font 12 or larger. Notify parents that alternative formats can be provided on request – translated, enlarged, coloured paper. Use apps with translation built in where possible	Ongoing	AU/KB	<p>All written information is accessible to all.</p> <p>This is available on request. Majority of information sent out electronically.</p> <p>School has links with the MEAS team, should translations be necessary or an interpreter be required.</p>