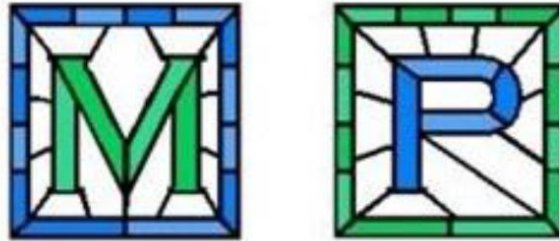


**Monkfield Park**



**Primary School and  
Care & Learning Centre**

# **Accessibility Plan 2026**

## Aim

The purpose of the plan is to:

- Increase the extent to which children with disabilities can participate in the curriculum
- Improve and maintain access to the physical environment
- Improve the availability of accessible information to children and stakeholders with disabilities

Monkfield Park is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

## 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.

## Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	OUTCOME	TIME FRAME
Increase access to the curriculum for pupils with a disability	Monkfield Park offers a differentiated curriculum for all children	Further develop teachers' ability to differentiate the curriculum, ensuring independent learning skills are developed for all children  FOCUS – access to PE lessons for all children	The learning needs of all children are met. Barriers to learning are reduced.	Annual review of training conducted by SLT and SENCO. Report provided for Governors.
	Some teachers routinely make use of specific resources to support children with their learning and accessing of the curriculum.	Carefully assess the needs of the children in each class and provide equipment as needed. e.g. coloured overlays, pencil grips, headphones, wobble cushions, writing slopes, bigger chairs etc.	Children are effectively supported in developing independent learning skills.	Reviewed termly by Class Teacher
	The PSHE curriculum and resources are used to support children's understanding of disability and promote an inclusive approach	Continue to ensure updates are shared during staff meetings, enabling consistency across the school	Children with disabilities are supported in developing a positive self-image and all children are supported in displaying an inclusive ethos.	Reviewed annually by Director of Pupil Pastoral  Annual Review of teaching materials, display and the wider curriculum by SLT; subject leaders; SENCO.
	Curriculum progress is tracked for all children, including those with a disability, and appropriate targets are set	Further development of the tracking spreadsheets to ensure consistency and to support Director of Pupil Achievement	Close monitoring of data and progress being made for all children	Completed each term by the Director of Pupil Achievement, in consultation with class teachers
	The curriculum is reviewed to make sure it meets the needs of all children	Full curriculum review is in hand (see Curriculum SDP 2025-27)	Updated curriculum is reflective of current legislation and meets the needs of the school	See detailed SDP

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	OUTCOME	TIME FRAME
Improve and maintain access to the physical environment	Monkfield Park is a single-story school that is adapted to the needs of children as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities, including a shower room</li> <li>• Resources accessible at wheelchair level</li> </ul>	Continue to adapt and monitor according to the needs of the school	Access to all areas of the school for all children remains a priority	Annual review (HT, Site Manager, Governors)  Specific review undertaken to meet the needs of individuals new to the school.
	Playground access for children with mobility needs	Ensure ramp to the field is clear as and when needed	Access to all areas of the school for all children remains a priority	Annual review (HT, Site Manager, Governors)
	Emergency evacuation plans for children with disabilities	Warning of drills to be given for children with disabilities	Reasonable adaptations are in place to ensure the safety of all	Annual review by SLT

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	OUTCOME	TIME FRAME
<p>Improve the delivery of information to children with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure all information on the website is accessible to all, including an audio version</p>	<p>Stakeholders are effectively supported in accessing key school information.</p>	<p>Annual review by Governors</p>
	<p>Visual timetables used consistently in classes.</p>	<p>Pictures and symbols for pupils with communication difficulties e.g. use of visual timetable to be routinely used in all classes.</p>	<p>All children are supported in accessing relevant information which will support their learning.</p>	<p>Reviewed Termly by Class Teacher and SENCO.</p>

