

MAYBURY PRIMARY SCHOOL

Accessibility Scheme 2026-2029



engage enrich excel academies



Maybury Primary School

Accessibility Plan 2026 – 2029

Mission

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement

Believe. Achieve. Succeed.

At Maybury Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with all relevant stakeholders of the school and covers the period from Jan 2026 – Jan 2029. It should be read in conjunction with our school's Equality and Diversity and Inclusion policies.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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 will contain relevant actions to:

- Improve awareness of Equality, Diversity and Inclusion.
- 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 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 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 handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Inclusion, Equality and Diversity Statement:

We are strongly committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers within our school community. We believe that diversity is a strength to be celebrated and we actively promote positive representations and models of race, ethnicity, gender, disability and religion. Our school ethos is underpinned by a culture of inclusion in which all those connected to the school feel valued and proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, by challenging bullying and stereotypes and creating an environment which champions respect for all.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Equality and Inclusion</p>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Annually.	January 2026 Accessibility plan and equality policy continue to be reviewed at regular intervals
Training to raise awareness of equality and disability issues	Discuss current trends and needs in the school population and how we can best respond to these. Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to access.	Training to be ongoing. Staff, parent and pupil questionnaires to seek the views of all on how equality and diversity goals are promoted throughout the school	January 2026 Parents respond to questionnaires on a termly basis Staff continue to undertake general accessibility training – Dr Pooky Nightsmith Trauma Informed practice, and some which may be more specific to their individual roles such as speech and language focus training or clinics with specialist teacher (STIPS)
Review curriculum and other relevant policies for evidence of how staff provides access in all areas to all pupils.	Review policies with staff and Stakeholders Introduce new policies as and when needs are identified	Policies reflect adherence to current legislation.	Policies to be regularly reviewed on an annual or biannual basis	January 2026 Accessibility is a focus in all curriculum policies and adaptive teaching and learning strategies are embedded as part of recognised good practice

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Physical Environment</p>				
Ensure that all areas of school building and grounds	SEN staff to audit accessibility of school	Any modifications needed will be made to	To be reviewed annually	Funding approved for sensory room. Resources purchased and work

are accessible for all children and adults and to continue to improve the access of the physical environment for all.	buildings and grounds. Target areas for improvement in an action plan	the school building and grounds that are needed to facilitate ease of access for all.		underway New communication board now being used in playground to facilitate access for children with reduced verbal skills
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible	Long Term Until any new construction begins.	January 2026 Fire doors now installed with lanyard access where appropriate- which also helps with general security of the school site and contained areas for more vulnerable pupils

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Curriculum</p>				
Continue training for teachers and support staff on different aspects of SEND when required.	<p>Review the needs of children with specific issues as required</p> <p>provide all relevant training in liaison with partner agencies</p> <p>Embed pathway planning progress showing how individual needs are addressed.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>We recognise that this is an ongoing process, and that needs and expertise will change with time</p>	Ongoing.	<p>January 2026</p> <p>Parents respond to questionnaires on a termly basis</p> <p>Staff continue to undertake general accessibility training – Dr Pooky Nightsmith Trauma Informed practice, and some which may be more specific to their individual roles such as speech and language focus training or clinics with specialist teacher (STIPS)</p>

				Introduction of new web based learning opportunities and platforms Magma Maths, Doodle RWI portal, and training for staff
All out-of-school activities are planned to meet the specific needs of individual pupils and adaptations made where necessary	<p>Review all out-of-school provision to ensure compliance with legislation</p> <p>Carry out pre visit checks in order to ensure individual needs can be met. (record on school risk assessments)</p> <p>Ensure sufficient staff ratios including 1.1 support where necessary for pupils with high level of need.</p>	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Reviewed annually. On going.	<p>January 2026</p> <p>All trips are thoroughly risk assessed beforehand and consideration given to the specific needs of all children attending</p>
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	<p>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)</p> <p>Consider and cater for sensory needs</p>	<p>Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>All pupils will be enabled to be as independent as possible in the school environment.</p>	On going.	<p>January 2026</p> <p>Staff employ adaptive teaching and learning strategies Where specialist resources are required, class teachers and the inclusion leader work with specialist agencies such as OT PT and specialist teachers to ensure the correct equipment is sourced</p> <p>Staff complete sensory checklists as appropriate (from OAP provision) to ensure sensory needs in the classroom are addressed</p>
Access arrangements to meet individual needs when taking tests etc will be applied for and support	Inclusion Leader and other key staff will ensure appropriate testing and	All pupils will have their individual needs met, and any barriers to achieving	On going.	<p>January 2026</p> <p>Staff continue to monitor children's progress routinely and through pupil progress meetings each</p>

provided when required.	reports are provided in order to apply for access arrangements	their full potential will be removed		term so that they are aware of any pupils who may qualify for additional support during tests
oTargets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Written/other information</p>				
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary</p> <p>Availability of other written material in alternative formats also.</p> <p>Maximise the potential of IT options and supports to enable communication</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes</p>	<p>Policies are under cyclical review annually</p>	<p>January 2026</p> <p>All communications with parents continue to delivered in accessible format.</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the HSLW and bilingual staff for key information for EAL families</p>	<p>School information will be available for all.</p>	<p>Ongoing as needed</p>	<p>January 2026</p> <p>Staff facilitate communications through apps such as google translate where necessary The school website offers translation options</p>
<p>To continue improving communication for any hearing impaired member of the school community.</p>	<p>To consider use of soundfield systems if necessary</p> <p>Consider seating and access in all classrooms where hearing impaired pupils will be</p>	<p>Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.</p>	<p>Review annually</p>	<p>January 2026</p> <p>All communications with parents continue to delivered in accessible format.</p>

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