

# Accessibility Plan

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This plan was adopted on – January 2026

The plan is to be reviewed by – January 2028

(Copies of this plan are available for staff, parents, visitors and volunteers on request from the school office).

## 1. 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
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Three Schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

### Equalities and Diversity

The Three Schools demonstrate a strong culture of inclusion through the vision, values and ethos and aims of the schools. Staff and governors are committed to promoting equality of opportunity across the schools' communities and take seriously the requirements of the Public Sector Equality Duty as defined by legislation in 2010: <http://www.legislation.gov.uk/ukpga/2010/15/section/149>

The Public Sector Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

### The Three Schools' Equality Objectives (Last Reviewed October 2025)

- To ensure equality of access for all pupils.
- To provide opportunities for pupils to appreciate their own culture and to celebrate the diversity of other cultures to prepare them for life in a diverse society.
- To promote attitudes and values that challenge any discriminatory behaviour or prejudice.
- To use inclusive teaching approaches which are appropriate for the whole school population
- To seek to involve all parents in their child's education

The plan will be made available online on the school website, and paper copies are available upon request.

The Three Schools are 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.

The Three Schools' complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our schools, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## 2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Statutory responsibilities

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility and strategies for their individual school.

Schools and LEAs are required to plan for:

- Increasing access for disabled pupils to the school curriculum. 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.
- Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education
- Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. E.g. handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

### Position of The Three Schools (updated January 2026)

The Current Range of Disabilities within The Three Schools;

- The Three Schools have children with a range of disabilities, which includes moderate and specific learning difficulties. The Equality Act 2010 describes a disabled person as someone who has ***“a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”***

Mental impairments include autism and ADHD. The schools have a range of medical needs such as Mild Cerebral Palsy, epilepsy, visual or hearing impairment, allergies, and asthma inhaler users. All medical procedures are covered in the Medicines policy and Supporting Pupils with Medical Needs policy, individual pupils have individual Medical Care Plans.

The Three Schools have well-equipped First Aid facilities, the schools have many members of staff with Emergency First Aid at Work and Paediatric First aid certificates, which are kept up to date with regular training.

Individual Medical Care Plans are produced in partnership with parents, the SENCO, staff and members of the school nursing team and are updated as necessary. The schools have several staff, parents, grandparents and siblings who have mobility difficulties. The school operates an open-door policy and encourages parents to come to us with any difficulties informally and formally.

Should a child join school with a disability they are encouraged to contact the school in good time to discuss their needs to ensure accessibility needs can be assessed and met prior to their commencement at the schools.

An application to Buckinghamshire Council would be made if necessary to access funding for equipment etc. The school has previously used specialist equipment funded by Buckinghamshire Council for a child at Drayton Parslow with mild cerebral palsy which required adjustments to children's toilets, additional of finger guards to all doors and assessment of playground suitability. We have also had support from Milton Keynes SEN Team who provided a Phonak Soundfield system to support a child with ASD with Auditory Processing Needs.

The governors have always been committed to ensuring equality of access to the curriculum for all children at The Three Schools. We currently have no registered disabled children. We have one child who is partially sighted.

Previous work undertaken in the school includes:

- Improvements to Playground surface (Drayton Parslow)
- Ramped access to Year 2 Classrooms (Drayton Parslow and Mursley)
- Improvements to classroom and corridor lighting (Mursley and Swanbourne)
- Improved ramped access to Year 5 and Year 3 classroom (Swanbourne)
- Ramped access to the Main School (Drayton Parslow and Swanbourne)
- Ramped access to 'Shine Studio' (Art classroom – Swanbourne)
- Non-slip flooring to toilet floors (All Three Schools)
- Specially designed disabled toilets (All Three Schools)
- Training of staff in diabetes, auditory difficulties and how to support children who are partially sighted, ASD needs, asthma and EpiPen etc...
- Facilities, training and equipment for administering medicines
- Improved visibility of steps and potential trip hazards for pupils with visual impairment.
- Extension of hard surface (block paving) to Year 2 classroom (Drayton Parslow)

We believe The Three Schools have made significant strides to ensure that the schools are designed to meet the needs of the current school population.

### **3. The Three Schools Accessibility Plan (2026 -2028)**

The Three Schools are committed to inclusive mainstream education and equal opportunities for all. Since September 2002 the Disability Discrimination Act laid a new duty on schools and LEAs to plan to improve accessibility over time. In particular we must plan for:

- **Increasing access for disabled pupils to the curriculum** - This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or visits.
- **Improving access to the physical environment of schools** - This covers improvement to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to disabled pupils** - This will include planning to make written information that is normally provided by the schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events.

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

#### Increasing access to the Curriculum

Teachers and teaching assistants all receive training regarding how to teach and support disabled pupils. This is arranged by the SENCO. Regular updates are also arranged and individual training is arranged as necessary.

Lessons are planned and targeted at the whole class and are responsive to pupil diversity.

All pupils are encouraged to take part in all activities, including music, drama and physical activities.

Alternative ways to give access to experience and understanding from particular activities, e.g. PE are considered when necessary.

We regularly update our IT facilities and are responsive to pupil needs.

We have high expectations of all pupils and closely monitor progress of all pupils.

All staff seek to remove all barriers to learning and participation.

#### Improving access to the physical environment

The Three Schools are very fortunate in terms of their physical layout. All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils and are all on ground level.

Each school has a disabled toilet with ramp access to enable wheelchair access.

All areas are well lit.

As areas are well decorated, the following will be considered:

- Décor, signage and lighting will be chosen that is not confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy.
- Whether the choice of materials could be used to reduce background noise.

When the emergency and evacuation systems are updated at Mursley and Drayton Parslow, alarms with visual and auditory components will be considered – this is already in place at Swanbourne.

Signage and routes through the school will be reviewed termly as part of the Health and Safety inspections and Fire Risk Assessments (3 yearly) and changes will be made as necessary.

#### Improving the delivery of written information

We ensure that all pupils understand the tasks they are set. This may be through using symbols, breaking tasks down into smaller parts, now and next boards in addition to differentiating the level of reading difficulty within materials.

Our screens and printers allow us to present information in large print if necessary.

The SENCO will seek the assistance of the LEA if other formats (e.g. Braille) are required.

## **Key Targets – Accessibility Plan (2026-2028)**

<b>Targets</b>	<b>Strategies</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Outcome</b>
<b>Equality and Inclusion</b>				
To ensure that the Accessibility Plan becomes an annual agenda item at FGB meetings	Clerk to Governors to add to list for FGB meetings	Annually	Governing Body	Plan Reviewed Legislation is adhered to
To ensure that all policies consider the implications of disability access	Consider during review of policies	Termly	Headteachers SEN Governor	Policies reflect current legislation
To ensure that this plan is available to parents	Put the Accessibility Plan on the website annually after approval by governors	Annually	Governors agree Plan and it is scrutinised annually by the SLT and ratified every three years or sooner as the need arises.	Annual scrutiny and every three years plans are ratified by the governors.
<b>Physical Environment</b>				
To ensure that The Three schools' buildings and grounds are accessible for all children and adults continue to provide the schools' physical environment for all	Audit of accessibility of The Three Schools' buildings and grounds – F&O Governors	Termly Facilities and Operations Committee Meetings.	Governors Headteachers	Access to all areas will be regularly checked, improved and agreed to be fit for all pupils and adults using the sites.
To ensure that the Facilities and Operations Committee to review changes or required improvements and respond to needs.	To source funding in order to ensure the Three Schools' environments are adapted to meet the needs of pupils as required.	Termly Facilities and Operations Committee Meetings.	By the end of 2022 KS1 playgrounds to have outdoor shelters and KS2 an outdoor canopy over the KS2 play area to increase accessibility to outdoor learning.  By the end of 2023, Drayton Parslow to have Emergency Lighting fitted in the main building.	Outdoor shelters and canopies have been installed.  Emergency lighting to be installed in Drayton Parslow main building.  Monitor building progress for Changes and improvements to meet needs of pupils, staff and parents.
To ensure that the views of disabled pupils, staff and parents are sought before building work is undertaken.	Parents and staff are consulted individually; invited to open evenings to scrutinise plans and make suggestions;  Parent questionnaires are used to canvas parent opinion  Wider and individual consultation	Termly Facilities and Operations Committee Meetings.	Governors Headteachers	Access to all areas will be regularly checked, improved and agreed to be fit for all pupils and adults using the sites.

<b>Curriculum</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO to review the needs of children and provide training for staff as needed	On-going	Headteachers SENCO Class teachers	Staff are able to enable all children to access the curriculum
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc. .	A real commitment to inclusion of all children in all activities and events	On-going	Class teachers/ Trip organisers	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. E.g. special pencil grips, headphones, writing slopes etc	Based on an 'if and when' need	Headteachers Class teachers Parents TAs SENCO Specialist Teachers	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc
To meet the needs of individuals during statutory tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary	Annually	Headteachers Class teachers SENCO	Barriers to success will be reduced as far as possible enabling children to succeed with testing
To ensure that all necessary staff are trained in the use of EpiPens, inhalers, use of OT equipment; Soundfield equipment etc..	Staff meetings and training days as necessary	Annually	Staff are able to meet children's needs as necessary according to care plans.	As necessary. The school nurse team provide regular training opportunities
<b>Written/Other Information</b>				
To ensure that all parents and other members of the school community can access necessary information Office secretaries	Written information will be provided in alternative formats as necessary	As necessary	Office Managers Office Administrators	Parents with particular needs will have the same access to information as any other parent
To ensure that parents who are unable to attend school open evenings/meetings/SEND updates because of disability have access to teacher, SENCO and professional meetings.	Staff to send information home or hold telephone/virtual conferences	Termly	Class teachers SENCO	Parents with particular needs will be informed and updated of their child's progress.

This plan should be read in conjunction with the SEND policy, Equality and Diversity policy, Administration of Medicines policy, and Supporting Pupils with Medical Needs policy.

It will be reviewed every 3 years – next due January 2025.

#### Monitoring

The accessibility plan will be reviewed regularly by the governors as part of the school improvement plan and revised if necessary over the three years.

#### Reporting

Information about our accessibility plan will be published on the website.

#### Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender.

The policy will be applied regardless of culture, faith or belief.

Approved by the Governing Body: January 2026

**In line with our rolling policy review cycle, this policy is due be reviewed in January 2028.**