



Accessibility Plan

2024-2027

Date: September 2024

Review date: September 2027

Mission Statement

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The plan will be made available online on the school website, and paper copies are available upon request. 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Masefield, we endeavour to provide all children with an equal opportunity to maximise their individual potential; this is regardless of ability, gender, cultural background, race, religion, or disability. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Our school is 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.

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.

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.

This policy complies with our funding agreement and articles of association.

3. Links to other policies

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Business Continuity Plan
- Equality Scheme
- Fire Evacuation Plan
- Health & Safety Policy
- Invacuation Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

4. Current good practice

We communicate to parents and carers ask about any disability or health condition in early communications with new parents and carer. For parents and carers of children already at the school, in addition to our open door policy, we collect information on disability as part of a survey of parents' views, collection of information through the school office or as part of parent conferences.

Physical Environment

Specific children have specific equipment and setting arrangements which have been implemented throughout the year. These include reasonable adjustments such as key worker support at lunchtime and moving around the building at quieter times. Transition arrangements including personalised transition booklets take place in July in order to support pupils. Decisions about class locations are taken into account when planning where each class will move to.

Curriculum

Masefield Primary School offers an accessible curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully. Targets for pupils are

personalised, challenging but realistic in order to ensure all pupils are given opportunity to reach their full potential. Each class has access to a teaching assistant who is able to provide additional support during teaching sessions either to an individual or to other groups of pupils in order that the teacher can target individual pupils freely.

Information

Different forms of communication are planned and are made available to enable all disabled pupils to express their views and to hear the views of others. These include visual timetables, symbols and pictorial transition booklets. As needs change or arise the presentation of information is reviewed and adapted where necessary.

5. Access Audit

The school is a split site of two buildings: EYFS and main school. The KS2 building is two storey with several access points from outside and 3 sets of stairs of differing lengths.

On-site car parking for staff and visitor includes a dedicated disabled parking bay which is alongside a walkway at the same level that leads to the main entrance. The majority of entrances to the school are either flat or ramped and all but one has wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available outside the Hall.

The school has internal emergency signage and escape routes are clearly marked.

- Areas of considerations within the limitations of the buildings are:
- Keeping stairways clear of clutter to ensure safe exit
- Keeping corridors clear of clutter and tables to ensure safe exit
- Keeping doorways clear
- Moving class locations in order to facilitate access for pupils and/or staff

6. Management, coordination and implementation

The Head of School has responsibility for the implementation of the plan. The plan is reviewed annually and this is shared with the local governing board and trustees. Key personnel across school such as curriculum leaders and the SENCO are also responsible for aspects of implementation as delegated by the Head of School.

Where necessary, the school will consult with experts when new situations regarding pupils with disabilities are experienced which cannot be addressed by the systems, procedures and physicality that is already in place.

7. Action plan

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

The Action plan will show:

- allocation of responsibility
- allocation of resources
- indication of expected outcomes or performance criteria;
- timescales
- a specified date and process for review.

Objective 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure the smooth transition of any pupils entering school in EYFS or mid year.	To identify pupils with possible disabilities To make contact with previous settings To contact key agencies involved with pupils	Each June and July throughout the induction period and throughout the year if arises.	EYFS lead SENCO	The environment and provision is prepared ahead of visits/ transition/ induction Pupils settle well into provision Parents feel happy and well supported Positive feedback from external agencies
	To ensure compliance with Equality Act 2010	To review all statutory policies to ensure that they reflect inclusive practice and procedure	September annually	Head of School All subject leaders	All policies clearly reflect inclusive practice and procedures Staff can articulate
	To plan provision for pupils with disabilities.	SENCO to coordinate provision for pupils including interventions and resources. Monitor class provision to ensure all requirements are met. To liaise with the agencies e.g. Health Team, parents, previous settings where necessary	Ongoing as necessary	SENCO	Pupils with disabilities make at least good progress based upon their personalised targets.
	To maintain close liaison with parents	Regular review meetings for learning needs (plans) in addition to parent conferences. Termly SEN/ disability drop in/ coffee morning session for parents to meet each other as well as discuss with the SENCO. Maintain open door policy of the school; welcoming parents to come into school to discuss concerns and share information. Introduce an SEN/ disability specific parent questionnaire.	Termly Termly Ongoing	SENCO All Teachers	Parent questionnaires reflect positive feedback about provision as well as support and relationships with parents.

	To maintain close liaison with outside agencies for pupil's on going health needs.	To ensure collaboration between all key personnel health team, specialist provision,		SENCO	All agencies working with pupils are clear on expectations and provision. Pupils make at least good progress as a result of collaborative working to support them.
	To continue to identify and assess pupils who present delayed development within the Early years.	Staff trained in building programmes for pupils with SLCN. Staff trained to use Elklan. Early identification and intervention of Early years pupils. Early referrals made. Assess all EYFS pupils in speech and language. Share any concerns about any learning delay with parents Welcomm and Nursery narrative embedded Provision of in school speech therapist 1.5 days per week	New staff to attend training. Baseline assessment Autumn term and then termly Immediately	HT, EYFS Lead and SENCO	Pupils with any delay to have their needs met by highly skilled staff using established programmes of intervention. Early referrals made and monitored. All concerns discussed with parents and progress reviews held regularly.
	To ensure full access to the curriculum for all children.	An accessible curriculum with alternatives offered. A range of support staff including trained teaching assistants Multimedia activities to support all curriculum areas Use of interactive ICT equipment- e.g. laptops, IPADS, Specific equipment sourced as necessary e.g. IRLen overlays, occupation therapy resources.	Ongoing	Teachers SENCO Special school support Educational Psychology service	Advice taken and strategies evident in classroom practice. All children supported and accessing curriculum.

MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils and those with disabilities	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards learning plan targets Provision mapping shows clear steps and progress made
	To monitor attainment of More Able, G & T pupils	Policy to be updated G&T groups/activities in enrichment and after school Monitor Able G&T list	Autumn term Termly	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results
	To promote the involvement of disabled pupils in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access Screen magnifier software for the visually impaired Features such as sticky keys and filter keys to aid disabled users in using a keyboard Elklan and Communication Friendly School training for all staff especially EY staff and staff where identified pupils are. Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Head of School to lead in conjunction with SENCO. Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
L C	Targets	Strategies	Timescale	Responsibilities	Success Criteria

	To evaluate and review the above short and medium term targets annually	See above	Annually	Head of School SLT Local Governors	All children making at least good progress.
	To deliver findings to the Local Governing Board and Trustees	Report to Local Governing Board and Trustees- share review of policy and any amendments to actions.	Annually Termly SEN Governor / SENCO meetings	Head of School	Governors fully informed about provision and progress for pupils with SEN and/or disabilities.

Evaluation July 2025
Clear pupil induction policy ensures detailed information gathered for pupils and plans in place before starting school. Individual needs identified early and plans in place whether school provision e.g Thrive or specialist provision such as speech and language. Pupils access curriculum with appropriate support and make good progress. End of KS2 data for SEN shows that attainment is above Bolton and National in all areas.
Evaluation July 2026
The school continues to provide a highly inclusive curriculum, with provision adapted to meet the individual needs of disabled pupils and pupils with SEND. The detailed induction process enables information about individual needs to be gathered at an early stage, allowing appropriate provision and support to be identified before pupils start at Masefield. This may include targeted in-school provision such as Thrive, bespoke interventions and adaptive teaching, alongside specialist support from external agencies including Speech and Language Therapy, Educational Psychology and Woodbridge Outreach. Staff work closely with external professionals to ensure that recommendations are translated into classroom practice and that pupils are able to access the full curriculum alongside their peers wherever possible. Targeted interventions, personalised support and the use of appropriate technology further remove barriers to learning and participation. The impact of this approach is reflected in pupil progress and attainment. End of Key Stage 2 outcomes for pupils with SEND were above both Bolton and national outcomes across all areas, demonstrating that disabled pupils are not only accessing the curriculum but are achieving strongly within it. Overall evaluation: Effective – provision is well established and has a demonstrable positive impact on access, progress and attainment.
Evaluation July 2027

Objective 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To be aware of the access needs of disabled children, staff, governors and parents/ carers	Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process Ensure staff and governors can access areas of school used for meetings Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired As required Check if any children have a visual impairment	As required	Head of School Teaching and non-teaching staff	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school o PEEPs are prepared and reviewed as individual needs change Maintain safety for visually impaired people .
	Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis o Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate	With immediate effect, to be constantly reviewed	Head of School SENCO Site staff	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.

	Ensuring disabled parents have every opportunity to be involved	Creating a parking space for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building	Ongoing	Head of School	There is a place for disabled members of staff and visitors to park throughout the school day
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Review physical environment of school environment	Reorganisation / Refurbishment of school /Utilisation of rooms. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Head of School	Pupils can access learning areas safely and easily. Environments contain the necessary furniture and equipment to support identified individuals.

LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear Review based upon new needs identified e.g. new pupils or staff	With immediate effect to be constantly reviewed	Head of School	All disabled personnel and pupils have safe exits from school.

	To ensure driveway, roads, paths around school are as safe as possible.	Daily, weekly and monthly checks carried out by the site team for example inspection of paved areas. Communication with parents via safety messages /letters/phone calls/ Facebook	As part of Health and Safety action plan and timetable	Site Manager Office staff	All Health and Safety protocols are met. There are no accidents relating to the physical environment.

Evaluation July 2025
Relevant paperwork is in place for those that require it such as risk assessments and PEEPS. Paperwork and risk assessment for the site is also in place. These are reviewed externally by the school's Health and Safety.
Evaluation July 2026
The school continues to maintain an environment that enables pupils with disabilities to access education and wider school opportunities safely and with dignity. Individual risk assessments and Personal Emergency Evacuation Plans (PEEPs) are implemented where required, ensuring that appropriate arrangements are in place for pupils with specific physical, medical or accessibility needs. Site-wide health and safety arrangements, including accessibility considerations, are regularly reviewed, with external Health and Safety support providing additional scrutiny. Where individual needs arise, reasonable adjustments are considered and implemented to enable pupils to participate fully in lessons, enrichment, trips, clubs and wider school activities. The school's inclusive approach extends beyond the classroom, with pupils with disabilities supported to participate in the full range of opportunities available at Masfield. Accessibility remains an ongoing consideration when reviewing provision, responding to individual needs and planning future developments to the school environment. Overall evaluation: Effective – appropriate systems and individual adjustments are in place, with accessibility considered as part of ongoing site and curriculum planning.
Evaluation July 2027

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure pupils with hearing impairment or hearing loss have access to all areas of the curriculum and are safe at all times	Individuals to be positioned close to teacher/ teaching assistant Seek advice from Health team and/or sensory support service Personal emergency evacuation plans in place as necessary.	Ongoing As required September annually and updated annually or as necessary.	SENCO	Pupils are able to take part in learning sessions. Pupils are safe.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Staff training in ASD Individualised multi-sensory teaching strategies used for ASD children. Now and next/ visual timetables used to support pupils. Individual work packs and/ or work stations to support individuals. Regular advice from agencies such as educational psychologist and Ladywood Outreach Service.	Ongoing As required Ongoing Ongoing As required As required	SENCO Class teachers	Pupils with ASD are integrated into learning sessions and have resources to support their needs.
	To enable improved access to written information for pupils, parents and visitors.	- Investigate symbol software to support learners with reading difficulties. - Raising awareness of font size and page layouts will support pupils with visual impairments. - Auditing the school library to ensure the availability of large font and easy read texts will improve access. - Auditing signage around the school to ensure that is accessible to all is a valuable exercise. - Dyslexia friendly paper used throughout school	Ongoing		All pupils, parents and visitors to be able to access information.

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To continually review children's records and update information ensuring school's awareness of any disabilities	Information collected about new children. - Records passed up to each class teacher. - End of year class teacher meetings - Annual reviews - Learning Plan meetings - Medical forms updated annually for all children - Personal health plans - Significant health problems –children's photos displayed on staffroom notice board /Kitchen/ info kept in separate file in staffroom.	Annually	Class teachers TAs Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary and light of GDPR. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Head of School Senior Administrator Office	Effective communication of information about disabilities throughout school.

Evaluation July 2025
School website and social media well received by parents and engagement increased with the use of virtual parent workshops. This to be further developed in the next academic year. Pupils with ASD have appropriate provision in place and make good progress.
Evaluation July 2026
The school continues to develop its approach to ensuring that information is accessible and meaningful for disabled pupils and their families. Communication with parents is supported through a range of channels, including the school website, Facebook and direct communication from school. The introduction of the Bromcom communication platform is further improving the way information is shared with families and will provide a more streamlined approach to communication, letters, payments and club opportunities.

For pupils, staff adapt communication and teaching approaches according to individual need. This includes the use of visual resources, appropriate technology, additional adult support and specialist advice where required. Pupils with communication and interaction needs, including those with ASD, have individualised provision in place to enable them to understand, participate and communicate effectively within school.

The school also works closely with parents and external professionals to ensure that families understand their child's needs and the support available. Specialist reports and recommendations from agencies such as Speech and Language Therapy, Educational Psychology and Woodbridge Outreach are used to inform provision and strengthen communication between home, school and professionals.

The continued development of digital communication and the school's wider inclusive practice ensure that disabled pupils and their families are increasingly able to access information, support and opportunities within the school community.

Overall evaluation: Effective – communication is delivered through a range of channels and is increasingly personalised to meet individual needs.

Evaluation July 2027