

Accessibility plan

Moorbrook School



Last reviewed on:	February 2026
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Next review due by:	February 2027
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 Moorbrook School, we aim to provide a stimulating and supportive environment in which every child is valued as an individual. The curriculum is broad and balanced; it allows pupils the opportunities to develop their learning and life skills, whilst supporting them to manage their own behaviours and development.

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

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 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the sensory curriculum for pupils with a disability	We have some sensory support equipment and spaces but require development. Most staff have good knowledge and understanding of pupils needs but new staff have gaps identified by SLT.	Short: ensure each classroom has a sensory box Med: develop sensory circuits in school Long: ensure all staff have understanding of sensory needs of pupils.	Purchase suitable resources and distribute Cost commercial installation, budget for and book installation Organise whole school CPD	IK CT JH	Oct 2025 Sept 26 July 26	School is better equipped to meet pupil's sensory needs and support pupil progress through emotional regulation. All Staff develop knowledge to better support pupil needs and assist access to curriculum thorough removing/supporting barriers to learning.
Improve and maintain access to the physical environment	Staff have adapted the building to meet needs over the years. Some lighting and ceiling tiles have been changed. All classroom are carpeted all have blinds. Quiet work room have been provided.	Med: Provide safe access for vehicle onto school ground so pupils a disembark and embark taxis in a safe manner	Source additional funds if available	Head	Sept 2025	Building improves in meeting the needs of pupils. And funding has been sourced or allocated.

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy