



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

# **Accessibility Plan**

## **Mile Oak Primary School**

|             |            |
|-------------|------------|
| Date        | March 2026 |
| Review Date | March 2027 |

## **Accessibility Plan**

At Mile Oak Primary School, we are committed to providing an inclusive education, with high expectations for all, that ensures the best outcomes for all of our pupils. We recognise that many pupils will have additional or special needs at some time during their school life and we work hard to ensure the needs of all children are identified and supported. We embrace and encourage learning in all its forms and are committed to nurturing a learning culture in all children. We understand that children achieve in a secure and positive environment where relationships are strong and considered. This enables all children to achieve their full potential.

All schools should have an Accessibility Plan under the Equality Act 2010.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) A person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Roles and Responsibilities**

|                                              |                                                                                                                                                           |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Governors                                    | Approve the plan, monitor implementation, ask about impact on pupils, ensure publication requirements are met, and receive annual review information.     |
| Headteacher                                  | Provide strategic leadership, align the plan with school improvement priorities, allocate resources, and ensure actions are implemented.                  |
| SENDCO                                       | Coordinate reviews of barriers, advise on reasonable adjustments, support staff, analyse participation and progress, and work with families and agencies. |
| Premises Manager and School Business Manager | Contribute to premises audits, accessibility improvements, evacuation planning and maintenance priorities.                                                |
| Class teachers and support staff             | Implement high-quality inclusive teaching, agreed adjustments, accessible communication and day-to-day adaptations.                                       |
| Pupils and families                          | Contribute views, identify barriers, review impact and help shape next steps.                                                                             |

## **Objectives**

Mile Oak Primary School is committed to providing an environment that enables full access to the school grounds and curriculum. We value, support and respect all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural, sexual orientation or gender identification needs. We are committed to taking positive action with regard to disability and to developing and promoting a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability or needs and the effect it could have on their ability to carry out activities and access learning. We respect the parents' and child's right to confidentiality and recognise where this sits within the school's safeguarding culture, ethos and practises.

The Mile Oak Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the 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 or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Modify the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include enlarging texts, use of coloured paper, signage and paperwork at appropriate height. Information will be made available in various preferred formats within a reasonable timeframe.
- The Mile Oak Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- Whole school training will recognise the need to continue to raise awareness for staff and governors on issues related to equality and with reference to the Equality Act 2010.
- This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Management Policy
  - Emergency Plan
  - Health & Safety Policy
  - SEND Information Report
  - SEND Policy
  - Teaching and Learning Policy

- Assessment for Learning Policy
  - School Development Plan
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items may be addressed in subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.
  - Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Business Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher and Senior Leaders
- SENDCO
- Parents
- Premises Manager

We ask about any disability and health condition in early communications with new parents and carers. For parents and carers of children already at the school, we encourage them to take advantage of our open-door policy and discuss issues with a member of staff when they arise.

Disabled pupils have full access to all areas of the curriculum and participate in extra-curricular activities including clubs and school trips. We are aware that some aspects of extra-curricular activities can present particular challenges but we are able to support these children by providing appropriate support, differentiated resources and physical adaptations to the environment. This enables all children safe access to all parts of the school.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Information can be accessed in a range of different formats, on request, and is available for disabled pupils, parents and staff.

The school spans across two buildings known as the Junior Building, where the main entrance to the school is situated, and the Infant Building. Originally built in the 1960s, the building has since had a number of adaptations to allow improved site and building access.

### **The Junior Building**

- This is a two-storey building with corridors and doors of varying widths 81 – 88cm in the new build. There are classrooms on both the ground and first floors.
- The main entrance approach is gently sloped to facilitate accessibility for wheelchair users with assistance and there is a secure lobby. On one side, there are stairs and a stair lift for access to the junior hall and on the other side, there are stairs and a stair lift for access to the classrooms. The accessible toilet facilities are located at the end of the lower junior corridor and are fitted with handrails and a pull emergency cord.
- There is a sloped path that provides access to the school field from the junior playground.
- External doors are a minimum of 71cm wide and are all accessed by sloped paths, fitted with hand rails.

### **The Infant Building**

- This is a one-storey building with wide corridors and wide access doors (81cm wide) to all classrooms. The entrance features a secure lobby that is fully accessible to wheelchair users.
- The infant hall is on the ground floor and accessible to all. There are accessible toilet facilities located next to the lobby entrance. The facilities are fitted with handrails and a pull emergency cord.
- Entrances and exits to all classrooms are wheelchair accessible with hand rails fitted. The only exception to this is the nursery exits to the outdoor area. Here there are two steps outside.
- There is sloped access to the school field from the infant playground.

### **Car park and entrances**

There is on-site car parking for staff and visitors including a dedicated disabled parking bay. The access to school building entrances are either flat or gently ramped and all have wide doors fitted.

Double entrance doors are fitted but are not powered and assistance is required by the Premises Team.

### **Reasonable adjustments**

This provision applies equally to pupils, staff, families and visitors to the school. In addition, we also seek support and advice from local authority services. This includes but is not exclusive to, Occupational Health, Visual Impairment and Sensory Needs teams. This ensures that the workplace meets individual staff requirements and that all reasonable adjustments are made to ensure that any staff with a disability or health need can perform their duties. Building works and modifications take place with clear reference to and in accordance with, Building Regulations 2010 – Approved Document M.

### **Site adaptations to improve access arrangements from September 2025 - March 2026**

|    |                                                                                                                                                                      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | The intercoms for the electrical gates have been lowered                                                                                                             |
| 2. | School entrance – powdered doors – wider and deeper lobby for prams, buggies and wheelchairs.<br>Lowered intercom system.<br>Lobby doors kept clear of obstructions. |

|    |                                                                                                        |
|----|--------------------------------------------------------------------------------------------------------|
| 3. | The reception hatch - the window has been lowered and a compliant low shelf has been added for access. |
| 4. | Improved signage for access at the school entrances.                                                   |

### **Current Strengths**

- Staff know pupils well and adapt provision where needed.
- Pupil needs are considered through SEND support plans, risk assessments, health care plans and transition planning where relevant.
- The school works with families and external professionals to identify barriers and agree adjustments.
- Leaders use attendance, behaviour, participation and progress information to review whether disabled pupils are fully included.

### **Barriers to Review Routinely**

- Classroom layout, acoustics, lighting, display height and seating arrangements.
- Wayfinding, signage, handrails, access routes, toilets, entrances, playground use and emergency evacuation arrangements.
- Reading load, font size, format, visual clutter, language complexity and the accessibility of letters, policies and website information.
- Access to trips, clubs, sports, performances, pupil leadership opportunities and transitional events.
- Whether routines or behaviour systems unintentionally disadvantage particular pupils.

### **Monitoring, review and evidence**

- Review progress termly through leadership monitoring and governor oversight.
- Use evidence such as pupil voice, family feedback, MOSAIC group feedback, learning walks, attendance information, participation data, behaviour information, health and safety checks and site audits.
- The plan will be updated sooner if a change in pupil need, premises, legislation or school context requires it.
- Success will be judged by improved participation, better access, fewer avoidable barriers, stronger attendance and belonging for affected pupils, and positive evidence from pupils and families.

## Planning duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their families.

|                    | Issue                                                                                             | What                                                                                                                                                                                                                   | Who                                                                                     | When        | Outcome                                                                                                                           | Review      |
|--------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Short term</b>  | Ensure that all disabled stakeholders can continue to safely evacuate the school.                 | a) Personal Emergency Evacuation Plans for all children and staff are reviewed at least annually.<br><br>b) The staff collective are responsible for PEEPs of pupils in class who require them. Copies held centrally. | SENDCO and Premises Manager<br><br>Class Teachers<br><br>Headteacher and governing body | Ongoing     | All disabled children and staff are supported, safe and confident in the event of evacuation to leave the school premises         | Summer 2026 |
| <b>Medium term</b> | Lift in the junior building requires further repair or decommissioning.                           | Contact LA for servicing and identifying next steps                                                                                                                                                                    | Premises Manager and School Business Manager                                            | Summer 2026 | Junior building first floor is accessible to all pupils and adults                                                                | Autumn 2026 |
|                    | Review accessibility requirements for all children and staff for the next academic year.          | Staff and classroom planning                                                                                                                                                                                           | LA Advisor<br>Headteacher and Deputy Headteacher                                        | Summer 2026 | All children and staff can access classrooms and the learning environment                                                         | Autumn 2026 |
| <b>Long term</b>   | Access to the school pond as it is inaccessible for all pupils and unsafe to use                  | School to continue to seek funding, LA will not fund this work                                                                                                                                                         | Premises Manager and School Business Manager<br>Governors<br>Headteacher                | Summer 2027 | School pond is fully accessible                                                                                                   | Summer 2027 |
|                    | Improved pathway leading from the junior playground to the field. The ground is uneven and muddy. | School to initially seek funding from the LA.                                                                                                                                                                          | Premises Manager and School Business Manager<br>Governors<br>Headteacher                | Summer 2027 | The pathway leading from the junior playground to the field is even and accessible for all users including those in a wheelchair. | Summer 2027 |

## Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their families.

|                    | Issue                                                                                                           | What                                                                                                                                                                                                                                                              | Who                                                      | When        | Outcome criteria                                                                                 | Review      |
|--------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------|-------------|
| <b>Short term</b>  | Ensure that all on site experiences, school clubs, trips and off-site visits consider the needs of SEND pupils. | Needs of pupils with SEND incorporated into planning process<br>Teachers to seek SENDCO support and guidance when trip planning<br>All risk assessments reviewed by HT<br>Social stories created and shared with pupils and families before trips and experiences | Teachers<br>SENDCO<br>Headteacher<br>Mosaic parent group | Summer 2026 | All on site experiences, school clubs, trips and off-site visits are accessible for all children | Summer 2026 |
|                    | Ongoing CPD to provide all staff members with the skills and knowledge to support all pupils with SEND.         | Ongoing INSET provided to staff members<br>Specialist SEND support from relevant professionals<br>CPD training opportunities identified and directed to relevant staff                                                                                            | SENDCO<br>SLT<br>External advisors                       | Summer 2026 | Staff members have the skills and knowledge to support all pupils with SEND                      | Summer 2026 |
| <b>Medium term</b> | Ensure all SEND pupils have the resources to access lessons and support their needs in class.                   | Reviewing and assessing current provision using professional reports and suggested strategies for individual children<br>Use of one-page profiles and provision maps to identify and document support and strategies                                              | SENDCO<br>SLT<br>Mosaic                                  | Autumn 2026 | All SEND pupils can access learning and the school timetable                                     | Autumn 2026 |
| <b>Long term</b>   | To maintain communication with outside agencies for pupils with health needs and disabilities.                  | To ensure collaboration between all professionals and families that is documented and evidenced<br>To ensure that every pupil has an individually tailored provision                                                                                              | SENDCO<br>Headteacher                                    | On going    | Clear collaborative working approach between school and outside agencies                         | Termly      |



### Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of themselves or their families.

|             | Issue                                                                                | What                                                                                                                                                                   | Who                                                               | When        | Outcome criteria                                                                  | Review        |
|-------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------|---------------|
| Short term  | Families may need information in different formats or clearer language.              | State clearly in letters and on the website that alternative formats are available, including larger print, simplified language or support to explain key information. | Headteacher<br>SENDCO<br>Mosaic parent group                      | Summer 2026 | Families know how to request accessible information and requests are met promptly | Summer 2 2026 |
|             | Ensure that written information on the school website is accessible for all readers. | Review key parent-facing documents and the website for readability, plain English and accessibility features. Update priority documents first.                         | Headteacher<br>New Era - website company<br>Mosaic parent group   | Summer 2026 | Written information on the school website easier to access for families           | Summer 2 2026 |
| Medium term | Ensure that all school communications are accessible for all parents.                | Review the current provision<br>Provide written information in alternative formats                                                                                     | School Business Manager<br>Family Champion<br>Mosaic parent group | Spring 2027 | All school communications are accessible for all parents                          | Spring 2027   |
| Long term   | To increase awareness and understanding of disability.                               | Implement Brighton & Hove's Equality & Diversity policy<br>Taught through the PSHE curriculum.                                                                         | Headteacher<br>Governors                                          | Summer 2027 | The school community has an increased awareness and understanding of disability   | Summer 2027   |