

Mandeville Primary School



Accessibility Plan

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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

At Mandeville Primary School, we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is reflected in our vision statement and in our motto:

‘Respect for All, Learners for Life’

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues, and we support any available partnerships to develop and implement our accessibility plan.

Our complaints procedure (available on our website) 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.

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

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](#). It is also designed to be consistent with Hertfordshire County Council's Accessibility Strategy (2023-2026).

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. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Resources Committee, in conjunction with the headteacher, SENCo and other stakeholders as appropriate.

It will be approved by the Full Governing Board.

4. Links with other policies

This accessibility plan has links to the following policies and documents:

- Health and safety policy
- 'Mandeville Equality Scheme' document
- Special educational needs (SEN) information report
- SEND policy
- 'Quality SEND Offer' document
- 'Autism Offer' document

5. Action plan

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

I. Access to the curriculum

Current position and good practice:

- Mandeville offers a differentiated curriculum for all pupils, and the curriculum is regularly reviewed to ensure it meets the needs of all pupils
- We use resources tailored to the need of pupils who require support to access the curriculum, and the school has access to a range of resources to support pupils in their learning, including coloured overlays, writing supports, wobble cushions, writing slopes, reading pens etc.
- Curriculum progress is tracked for all pupils, including those with SEND, with appropriate targets set and monitored regularly by the Governing Board
- Staff receive regular training on how to improve access to the curriculum for children with disabilities
- Some staff are trained in Makaton/ in addition to Herts CC courses (by invitation) to ensure that pupils with hearing impairment can engage in lessons

FOCUS AREA	ACTION(S) TO BE TAKEN	SUCCESS CRITERIA	RESPONSIBILITY	TIMEFRAME
Ensure curriculum is accessible to all	As part of the induction process for new joiners to Mandeville, consider any additional adjustments/provision needed to accommodate the needs of pupils	All pupils at Mandeville have their needs met and can fully access the curriculum from the start of their Mandeville journey	EYFS leader (for pupils starting in Reception); KS1/KS2 leader (for pupils joining at other times); in coordination with the SENCo	Ongoing
Developing CPD for LSAs	Training for LSAs as required	LSAs feel confident in supporting learners access the curriculum	SLT	Ongoing
Resourcing	Purchase additional resources as required	Resources are used to enhance access to the curriculum	SLT	Ongoing

II. Physical environment

An Access Audit was undertaken by the Chair of the Resources Committee, the Health and Safety link governor and the site manager in January 2026, which has informed the actions included in the table below.

Current position and good practice:

- The school recently expanded with a new Key Stage 2 building (the Synergy building). The new building meets the latest regulations for accessibility, and includes: lift access to the second floor; wide corridors and doors; disabled toilets; evacuation chairs
- As part of the expansion, improvements were also made to the existing (single storey) school building, including: step-free access to the main entrance and reception area; an additional disabled toilet next to the main reception area; additional disabled parking bays
- School access points have level ground and are well-lit
- The school has various areas that children with additional needs can use as a 'safe space' to help them re-regulate

FOCUS AREA	ACTION(S) TO BE TAKEN	SUCCESS CRITERIA	RESPONSIBILITY	TIMEFRAME
Physical environment is accessible to all	As part of the induction process for new joiners to Mandeville, consider any additional adjustments/provision needed to accommodate the needs of pupils (and parent/carers)	All pupils at Mandeville have their needs met, and pupils, parents and carers can fully (and safely) access all appropriate areas of the school site	EYFS leader (for pupils starting in Reception); KS1/KS2 leader (for pupils joining at other times); in coordination with the SENCo	Ongoing / annually
Accessibility within the main school building	Consider adding a ramp/stairlift for the steps between levels in the main school building and consider widening doorways to improve accessibility for wheelchair users	All pupils, including wheelchair users, can readily navigate all relevant areas of the main school building	SLT / Site Manager	When needed
Uneven areas in playgrounds	Repaint/paint white/yellow lines to mark level transitions; add warning signs	Everyone can safely navigate outside spaces on the school site	Site Manager	When needed
Resourcing	Procure specialist furniture/equipment as needed	Pupils with physical difficulties are able to access all areas of the school	Resources Committee	As needed

III. Accessible information

Current position and good practice:

- Mandeville uses a range of communication methods to make sure information is accessible
- The school's website is regularly reviewed to ensure it meets accessibility standards and all relevant information is available
- All key policies and documents are available on the school website, and in other formats on request. The website includes a tool to translate information into other languages to aid accessibility for parents/carers with English as a second language

FOCUS AREA	ACTION(S) TO BE TAKEN	SUCCESS CRITERIA	RESPONSIBILITY	TIMEFRAME
Information is accessible to all	As part of the induction process for new joiners to Mandeville, consider any additional adjustments/provision needed to accommodate the needs of pupils (and parent/carers)	All pupils at Mandeville have their needs met, and pupils, parents and carers can access all relevant information	EYFS leader (for pupils starting in Reception); KS1/KS2 leader (for pupils joining at other times); in coordination with the SENCo	Ongoing / annually
Signage/directions	Continue to enhance and update internal signage to make it easier to locate relevant facilities/resources, including using symbols in addition to words	All pupils, parents and carers and able to easily locate relevant facilities, including accessible toilets	Office manager/ SEND team	Ongoing
Accessibility of written materials	Provide modified resources e.g. large-print and braille formats, as required	Pupils, parents and carers with vision/reading difficulties can access relevant information	Class teacher/ SEND team	Ongoing