

Accessibility Plan 2026 - 2028



Midhurst C of E
Primary School

LIFE IN ALL ITS FULLNESS

Vision and Aims

At Midhurst C of E Primary School, our aim is to ensure that every child reaches their full potential. We are committed to helping all children achieve their academic best, while understanding their unique learning needs. Our goal is to nurture children who are: confident, self-reliant, adaptable and prepared to flourish in a rapidly changing world. We prioritise creating a sense of self-belief, belonging and community, encouraging children to make a positive difference while also supporting them in making healthy physical and mental choices.

Our Christian values underpin everything we do, guiding our decisions, worship and curriculum, while ensuring a welcoming atmosphere for all. We believe in empowering children to become responsible individuals who understand the impact of their actions on others. Our goal is to create a purposeful learning environment where every child feels valued, safe and able to explore, learn and grow. Through these efforts, we aim to develop well-rounded individuals who are equipped for success in their education and personal lives.

We recognise the crucial role of staff well-being in achieving our aims. At Midhurst C of E Primary School, we ensure that our staff feel supported, valued and prepared to inspire and guide every child. By fostering a safe, supportive and inclusive environment, we meet the emotional and spiritual needs of all members of our school family.

APPROVED BY THE SAFEGUARDING COMMITTEE ON BEHALF OF THE FULL GOVERNING BODY DATE	NEXT REVIEW DATE
6 th May 2026	May 2028

Signed:

A handwritten signature in black ink, appearing to read 'Mark J. [unclear]', written over a light blue horizontal line.

HEADTEACHER

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan.

The Accessibility Plan is listed as a statutory document of the DfE's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

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

The Equality Act defines an individual as disabled if she or he has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

This Accessibility Plan sets out the proposals for the Governing Body of the school to increase **access** to education for disabled pupils in the three areas: curriculum access, physical access and the delivery of information.

- 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

Vision

At Midhurst CofE Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims of the Midhurst CofE Primary School Accessibility Plan

- To ensure that all pupils are fully involved in school life
- To increase the confidence of staff and support staff by ensuring staff are trained in equality issues
- To develop strong collaborative relationships with all stakeholders
- To promote equality of opportunity
- To develop a culture of inclusion

This Accessibility Plan should be read in conjunction with the following school policies: School Equality Policy, Race Equality Policy, Anti-Bullying Policy, Special Educational Needs Policy, Behaviour Policy, Health and Safety Policy and Disability Equality Scheme.

Midhurst CofE Primary School aims to Make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010. Removing barriers to learning for a disabled pupil alleviates any substantial disadvantages that a disabled pupil faces in comparison with non-disabled pupil. This can include for example aids or adjustments to premises.

Access Audit

The school building is accessible to pupils with physical disabilities. The school has a slope that joins the top and bottom playgrounds which gives wheelchair access to the top classrooms and landing from the front of the school. There is also a second slope that runs from school park to the SNUG and meeting room. The school car park has a designated disabled space which has wheelchair access to the school office. There are disabled toilet facilities available by the main school office and the quad building, both have been fitted with a handrail and a pull emergency cord.

Meeting the Needs of Disabled Pupils

The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Disabled pupils attend all trips and residentials and specific interventions are run to target those with special educational needs or other disabilities when necessary. Risk assessments detail the additional staffing and resources required. As a school we aim to meet the needs of all disabled pupils and the preferences of parents or carers.

Views of those consulted during the development of the plan

Midhurst CofE Primary School has developed this Accessibility Plan based on information supplied by the Local Authority, consultations with pupils, parents, staff, and governors of the school. This document will be used to advise other planning documents and policies and will be reported upon annually in respect to the progress of outcomes attached on the action plan. The intention is to provide a projected plan for a three year period ahead of the next review date.

Making it happen: Management, coordination and implementation

- The governing body will take responsibility for the school's Accessibility Plan, set a clear direction and report on it annually.

Getting hold of the school's plan

The school's Accessibility Plan will be available on the Midhurst CofE Primary School website and from the school office.

Midhurst CofE Primary School Accessibility Plan

Aim: Increasing the extent to which the school's pupils can participate in the school curriculum

	Targets	Strategies	Time Scale & Who is responsible	Outcomes
Short Term	To liaise with Nursery providers to review potential intake for	EYFS Nursery transition meeting to discuss all children EYFS Teacher visits all nurseries SENDCO to attend if necessary	Yearly Summer Term	Good knowledge of children to ensure they can participate fully
Medium Term	To establish close liaison with parents	Parent meeting for new pupils Parent Evenings Availability of HT and SENDCO for any additional meetings as requested by parents	Yearly Termly On-going HT/SENDCo/ Teachers/LSA's	Parents feel welcome and able to approach HT/SENDCo or Teachers to discuss their needs
Long Term	To finely review attainment of all SEND pupils	SENDCo/Class teacher/HT to discuss pupil progress in data review meetings. Scrutiny of assessment system	Termly HT/SENDCo/Teachers	Progress to be made towards individual targets Class Overviews and tracking to show progress of all learners.
	Lessons across the curriculum are appropriately adapted to take account of the needs of all learners Take account a variety of activities Use the wider community and school community to	Monitor planning and lessons to ensure appropriate adaptation. Provide full access to the curriculum by using a variety of resources. Interventions and progress discussed at SEN review meetings. When appropriate in assemblies and or in class promote adults with a range of	Ongoing HT/SLT/SENDCo Ongoing All teachers Ongoing All Teachers	When appropriate lessons will be adapted with the use of scaffolding, equipment or adult support. Variety of learning activities evident in the planning and in the classroom that include a

	celebrate achievements of adults/children with disabilities	disabilities as positive role models.		variety of learning styles.
	Establish strong relations with SEND hubs as they emerge in Rother Valley and West Sussex.	SENDCo to attend SENDCo forums in Rother Valley each term. SENCO to liaise and use the services available eg SALT, ED Psych, OT, Early Help, School Nurse	Ongoing SENDCo	SENDCo has good knowledge of resources and services that can be accessed to support adults/children with disabilities

Aim: Improving and maintaining the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Time Scale	Outcomes
Short Term	To ensure that staff have equipment and knowledge of disabled pupils.	SENDCo to use SENDCo forum and outside agencies and receive advice to support teachers and LSA's on using a variety of equipment.	Ongoing SENDCo Class Teachers	The needs of pupils with disabilities will be considered within budgets of curriculum and ensure they have the correct equipment to access the curriculum.
	To ensure that all the medical needs and pupils with complex physical needs have specialist equipment as appropriate.	Liaise with parents, outside agencies identify training needs and establish correct protocols where needed.	Ongoing SENDCo Class Teachers	Specialist equipment will be purchased as/if appropriate.
Medium Term	To ensure driveway, roads, paths around schools are as safe as possible.	Communication with parents via safety messages/letters/walk to school week. Bike ability for Year 6 children	On going Headteacher	No accidents

Long Term	To improve the physical environment of the school environment	The school will take account the needs of pupils, staff visitors with physical difficulties and sensory impairments when planning and undertaking future improvements of the site and premises.	On going Headteacher Governors	Enabling needs to be met where possible.
	To ensure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled parents to drop off and collect. Adopt a more proactive approach to identifying the access requirements of disabled parents	On Going Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

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

	Targets	Strategies	Time Scale	Outcomes
Short Term	Teachers/LSA's will use visual resources for specific learning difficulties to enable pupils to achieve success.	SENDCo/Teacher to support LSA's with this target by signposting them to appropriate resources to assist with learning.	Ongoing SENDCo Teachers	Pupils with specific learning difficulties or disabilities will be provided with the correct resources
Medium Term	To review children's records ensuring schools awareness of any disabilities	Information collected about new children <ul style="list-style-type: none"> • Records passed up to each class teacher • End of year class teacher meetings • Medical forms updated annually • Significant health problems - 	Office Staff Teachers SENDCo	Each teacher/staff member aware of disabilities of children in their classes.

		children's photos displayed on staffroom notice board/information kept in separate file in office		
	To use home/school link book as appropriate to clarify information on pupils	Teachers/LSA's and parents will communicate via a home/school diary for those pupils specific learning or behaviour difficulties.	Ongoing Teachers LSA's	Appropriate and necessary information will be received by parents
Long Term	To ensure that the school remains abreast of changes of legislation and responds to any changes in intake that might include pupils with varying and complex needs.	Headteacher and SENDCo to review the legislation on a termly basis to ensure any amendments to the physical working space or curriculum are appropriate sanctioned.	Termly SENDCo Headteacher	The school will continue to respond to the needs of the families that choose to come. Policies to be regularly reviewed with relevant staff and governors.