



Middlestone Moor
Primary Academy

Accessibility Plan

Date: 1st September 2026

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Policy Links.

This policy coordinates with:

Safeguarding

Equality

Health & Safety

Introduction

The Advanced Learning Partnership is committed to providing an accessible environment which values and includes all students, staff, parents/carers, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. As a school, we are likewise committed to challenging negative attitudes to disability and accessibility, and to developing a culture of awareness, tolerance, and inclusion.

We actively seek to provide premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for every student, irrespective of special need or disability. This Plan operates alongside the school's SEND policy, is consistent with it in terms of principles, and approaches to resourcing.

The following Accessibility Plan has been produced using guidance from the Equality Act 2010, to ensure that the Advanced Learning Partnership does not discriminate against any student in the way it provides education for the student (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

The school will actively seek to improve access to services in the ways set out below. The plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school buildings and grounds as far as is practicable to meet the needs of students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the Middlestone Moor Primary Academy community.
- To build a community that respects the celebration of achievement at all levels.

Current Good Practice

As part of transition procedures, we aim to clarify disability or health conditions through early communications with parents/carers, previous educational establishments and, where possible, students. Data is constantly reviewed with parents/carers of students on roll to ensure information is accurate and needs being are addressed.

Physical Environment

All students are given the opportunity to participate in a range of in class and extracurricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges - for example: attending after-school clubs for students with physical impairments, school and trips for students with medical needs. Adjustments are made to allow participation where practicable.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for students with a disability.

This may require, for example, additional practical aids, including access to IT. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the students, parents/carers and the relevant teams supporting the student.

Information

As the majority of information is directed home via students, it may be necessary that different forms of communication are made available to enable all SEND students and their parents/carers to access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent/carer voice is important to us, to provide a platform for all involved in the care of the student to express their views and to hear the views of others. Access to information is therefore discussed, planned, and reviewed with a range of different formats available for disabled students, parents/carers and staff.

Middlestone Moor – Access Audit

Middlestone Moor Academy comprises of two single storey buildings (main school and 1 smaller building) with several access points throughout. There are no steps within the school itself, so full wheelchair access is available. The main entrance/lobby area consists of two automatic doors which are both maglocked with the internal door on a security keycode and access control in full operation. There are eight separate access points throughout the school that provide access to the rear of the school.

The smaller building is separate from the main school and consists of 3 access points which are not maglocked and does not have access control. There are two automatic doors at the main entrance which provides a small holding pen for visitors.

Vision of Inclusion

We will work to:

- improve outcomes for children and young people with special educational needs and/or a disability;
- support schools so that most children and young people with special educational needs and disabilities can be successfully included in mainstream education;
- develop a flexible pattern of mainstream and specialist provision which offers excellence and choice and incorporates the views of parents/carers and children and young people;
- actively seek to remove barriers to learning and participation;
- ensure that all children and young people have access to education that gives them the opportunity to achieve their potential.

Aims and Objectives of the Accessibility Plan 2026-2029

In particular, the Accessibility Plan will:

- promote awareness and positive cultures for the inclusion of children and young people with disabilities;
- promote access, opportunity and inclusion in order to raise standards;
- ensure that with the right training, strategies, resourcing and support most children with special educational needs/a disability in County Durham can be successfully included in mainstream education, taking a full part in the life of the school;
- promote partnership working with parents/carers, schools and other agencies to support greater accessibility;
- promote on-going dialogue with children and young people to involve them in further developments with the strategy;
- support schools in ensuring that children and young people with disabilities have access to the curriculum, physical environment and information;
- ensure that children and young people with disabilities are identified as early as possible in order to ease transition, through improved sharing of information across agencies;
- actively seek to remove barriers to learning and participation;
- continue to plan and provide for a range of disabilities across the county.

Appendix A

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work

hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMs and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Complaints (Policies for students, not staff-related policies)

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy