



MILDMAY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2026-29

Objective	Strategies	Outcome	Time frame
Equality and Inclusion			
To ensure that all parents who may have a disability can access school events and information. To ensure that all parents and children with barriers to communication (particularly those in our Deaf Community) are supported to access all information activities and events in a equitable way.	Large scale print and language translation made available for all parental communications and correspondence if requested. Website Accessibility Statement states that additional support and information can be offered though the school office. BSL Interpreter made available to Deaf parents for parents' evenings and formal educational conversations. In house signing support included as part of T&L, School Events, Training and Development All Trips and Events leaders to consider disability access for children and/or parents when planning ans seeking approval for implementation.	All communications can be accessed by all parents All parents and children are able to engage fully with the life of the school regardless of disability or communication barrier Basic BSL included in the curriculum and staff training schedule.	Integral to annual planning, School development priorities and School Improvement Practice Monitored through annual SIP and Safeguarding reviews from BAT.

"Growing, caring and learning together; meeting challenges, making the most of opportunities and enjoying the journey."



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Physical Environment			
Ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Headteacher, Site Manager and Trust Estates representative Create costed and dated improvement plan as budget allows.	Modifications will be made to the school building to improve access as required.	Ongoing improvement and adjustment as part of site maintenance and development. Annual audit for update of AMP register - Costed and timed action plan for required adaptations agreed by estates Director
Curriculum			
To continue to train staff in a range of contexts to enable them to meet the needs of children with a range of SEND. To adopt, monitor, review and adapt curriculum schemes to enable equitable access for all children. To implement 'Deaf Inclusive' approaches to the mainstream curriculum for all Deaf and non-deaf children.	SENCO and other professionals to deliver training relevant to need. SENCO and Head of Resource Base to maintain a clear and accurate 'SEND/HI Profile' to make clear the level of need and the support in place for all children with SEND and for those who are deaf. Subject Leaders and SLT to ensure that curriculum decision making takes consideration of disability access.	All children's needs can be met in the classroom or through bespoke learning and intervention. All children, regardless of need have equal access to the curriculum. The Mildmay curriculum is accessible and inclusive.	Continuous process of review and develop to meet specific and generic need. Through termly dialogue and monitoring. Annual curriculum review, update and evolution.

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Medical			
Access training if a child presents with medical needs and/or intimate care needs. Maintain appropriate levels of staff training to effectively accommodate children with more complex medical needs (eg. Cystic Fibrosis, Type 2 Diabetes, Treacher Collins Syndrome, Epilepsy, etc.) Allergy care plans held for all pupils with diagnosed allergy and risk of anaphylaxis. Ensure appropriate levels of training for administration of emergency medical interventions (eg. Epi-pen)	Ensure school coverage for staff trained in using an EpiPen and any other medical interventions as required to meet needs of each child. Medical 'Care Plans' in place for all children with specified medical support requirements. Monitoring and review of 'Supporting Children with Medical Needs' Policy Full and consistent implementation of policies pertaining to medical support and First Aid/Emergency response.	Procedures are clear and staff are confident in supporting the children's medical needs.	Annual review of policy. Termly One-planning considers changing, developing and new needs