



Montpelier Primary School

Accessibility Plan

Montpelier Primary School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Montpelier Primary School Accessibility Plan

January 2026

This Accessibility Plan applies to Montpelier Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Headteacher

This plan was approved by the Governing Body on: 23/01/2026.

This plan is due for review by: 23/01/2027.

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Montpelier Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Montpelier Primary School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Montpelier Primary School

Montpelier Primary School is a large primary school with a PAN of 630. The school comprises 1 large building and an external library covering a large site, mostly of one or two story construction. There are multiple accesses across the site. The site itself sits on differing levels accessed by stairs.

Montpelier Primary School's vision for disabled pupils:

The best way to describe the ethos of our school is through the word 'family'. That is what we are - a family of pupils and parents and staff and governors who look after each other and look out for each other. We want to make sure that each one of us feels valued and celebrated, challenged and supported. While we understand that academic achievement is important, we believe that first and foremost we need to feel safe and happy; when that is secure then all the rest will follow.

Montpelier Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to, as far as possible, remove those barriers and ensure that all pupils can take part in the day to day life of our school and benefit from the learning experiences we provide.

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

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure that learning plans have been completed on a termly basis for pupils with SEN and disability	Children's needs are met.	AT/FL	SENCO meets with staff during termly Learning plan surgeries	SENCO meets with staff during termly Learning plan surgeries Shared with parents at TAMs/ Parents evenings	Learning plan reviews are timetabled into the school calendar and shared with parents at progress meetings.
To ensure that resources are available to meet the needs of pupils with SEN and disability	Children are accessing the curriculum	Class Teacher	Adaptations have been made to classroom and nurture provision. More resources are needed.	Adaptations have been made to classroom and nurture provision. Additional SEND friendly spaces have been created - The Den, Treehouse and the Retreat	Acquired TF1, 2 and 3 funding for the purchase of resources and the development of the new nurture provision.
To ensure that teachers act on advice given by external professionals (e.g. Speech and Language).	Quality first teaching allowing for children with disabilities to be supported in the most appropriate way.	AT/FL	SENCO and HST DDI monitoring. Introduction of individual timetables. CPD for all staff. Learning plan surgeries	SENCO and HST DDI monitoring. Introduction of individual timetables. CPD for all staff. Learning plan surgeries	CPD for staff, PINS project. Steplab instructional coaching.
To ensure that reasonable adjustments are made to trips and other enrichment activities.	All children have the same entitlement to the curriculum offer	EVC	Risk assessments completed.	Risk assessments completed.	Risk assessments completed.
To ensure that staff receive appropriate training to support	Children's needs are met.	AT/FL	Regular SEND and medical training	Regular SEND and medical training. CPD schedule	Staff CPD PINS Project. Steplab instructional coaching.

children with SEN and disability.					
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2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Handrails maintained to ensure secure fixing to walls and painted in a contrasting colour to walls.	Children can independently move around the school if appropriate	JL and CM	Maintained and contrasting colours	Site team to monitor.	Completed
Handrails lowered on stairways to allow children of a younger age to access them comfortably	Children can independently move around the school if appropriate	JL and CM	Complete	NA	NA
Disabled toilet & changing facilities available throughout school.	Intimate care can be provided adequately. Children to develop independence	AT JL and CM	3 accessible toilets	3 accessible toilets	3 accessible toilets
Maintain parking within the school site for parents, carers, pupils or staff with disabilities to be dropped or collected safely.	Access to school	JL and CM	Blue badge parking bays in the carpark. Not currently as accessible to anyone other than staff.	Blue badge parking bays in the carpark. Not currently as accessible to anyone other than staff.	Blue badge parking bays in the carpark. Not currently as accessible to anyone other than staff.
All tables, chairs, units etc purchased for classes and communal areas at appropriate	All children can access learning environment	DJ and Admin	We need to invest in this.	Furniture schedule established	Furniture schedule established -

heights for children.					
Ramps to enable access for people who use wheelchairs to be regularly maintained & repaired. Staff to do visual check before use. Ramp to be provided to KS2 hall fire door to enable staff, parents, carers, & visitors who use wheelchairs to access performances etc. Portable metal ramps available to enable access to individual rooms as and when needed. Hooks to hold doors open where required.	Everyone can access learning environment	JL and CM	Portable ramps available. Some parts of the school are not accessible with a wheelchair	Site team monitoring schedule up-to-date	Site team monitoring schedule up-to-date
Blinds to be maintained and replaced when needed, to ensure sun can be blocked.	All children can access learning environment	JL and CM	On-going developments	Site team monitoring schedule up-to-date	Site team monitoring schedule up-to-date

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
To ensure the website is written in user friendly language with as little complex vocabulary as possible.	Allows all to access		This is being considered.	Juniper (e4education) - Language Considered	Juniper (e4education) - Language Considered

Provide information via letter, newsletter, text, e-mail etc as accessible as possible.	All can read it		Varieties of communication methods are used. Exploring recorded letters.	Varieties of communication methods are used. Exploring recorded letters.	Varieties of communication methods are used.
Promote governor/staff vacancies by interviewing anyone with a disability who meets the job requirements.	Diversity, equality and inclusion.		HR process and shortlisting process respects protective characteristics.	HR process and shortlisting process respects protective characteristics.	HR process and shortlisting process respects protective characteristics.