

Mountfields Lodge Accessibility Plan



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This plan outlines the proposals of the Local Advisory Board of Mountfields Lodge School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Aims of the plan

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 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

Mountfields Lodge School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs and to develop a culture of inclusion, support and awareness within our school

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

The parents/carers of pupils

The Head teacher and other relevant members of staff

The Local Advisory Board

External partners

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary

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](#)

The Equality Act 2010 defines an individual as disabled if he or she 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action plan

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

Aim: to ensure we maintain full access to the curriculum for pupils with disability			
Objectives	Actions	Date to complete actions by	Person Responsible
To ensure full access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Planning to include a mix of resources including images used Individual strategies written into pupil support plans Inclusive physical activities included in planning for physical activities After school clubs accessible for all Access to inclusive sports events Visit leads to ensure planning for visits ensures all needs are catered for Shared professional development to support learners Access to technology aids to enhance and support learning Liaise with specialist teaching services to ensure needs are met 	ongoing	Teaching staff Teaching support staff
Aim: to ensure access to the physical environment is maintained and improved			
To ensure the physical environment of the schools is accessible for all.	<ul style="list-style-type: none"> Ramp access to school buildings to be maintained Corridors and open spaces are uncluttered Increase the number of disabled toilets available for pupils and staff Risk assessments undertaken when pupil or staff needs are known PEEP's in place for pupils with disabilities Clear signage for exit routes maintained Two marked parking bays in the school car park Agreement for parents with disabilities of parents of children with disabilities to have 	<ul style="list-style-type: none"> Ongoing Ongoing As future building improvements allow As needed ongoing 	Headteacher Premises Team SENDCO Teaching Staff

	access to park in the school car park at school drop off points		
Aim: to ensure effective delivery of information to pupils and parents with disabilities			
Objectives	Actions	Date to complete actions by	Person Responsible
To ensure information is available to all	<ul style="list-style-type: none"> Website to be kept up to date Text and email communication for hearing impaired parents Parents to have the opportunity to bring someone to support with meetings Pictorial and visual timetables in all classrooms Large print resources used for identified needs 	<ul style="list-style-type: none"> Termly As needed ongoing 	Headteacher SENDCO Teaching Staff

Links with other policies

- Health and Safety Policy
- Equality Information and Objectives
- Behaviour Policy
- Special Educational Needs Information Report and SEND Policy
- Supporting Pupils with Medical Needs Policy
- Leicestershire's Local Offer