



Diversity, Equality and Accessibility Plan

Millbrook Primary School

2026-2029

Contents

1. Aims
2. Legislation and guidance
3. Accessibility action plan
4. Monitoring arrangements
5. Links with other policies and documents

1. Aims

Millbrook Primary School is committed to being an inclusive school where every child can access high-quality education and participate fully in school life. We aim to identify and remove barriers that may prevent disabled pupils, parents/carers, staff and visitors from participating fully in school life.

This Accessibility Plan sets out the actions Millbrook Primary School will take to:

- increase the extent to which pupils with disabilities can participate in the curriculum
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to pupils with disabilities
- ensure that reasonable adjustments are considered and made where required
- ensure that school trips, visits, events and transition arrangements are planned so that disabled pupils can participate as fully as possible
- promote equality, tackle discrimination and develop pupils' and adults' understanding of disability and diversity

The plan will be made available on the school website, with paper copies available on request. Accessibility concerns can be raised through the school's complaints procedure.

The school will consult relevant stakeholders, including pupils, parents/carers, staff and governors, when developing and reviewing accessibility arrangements.

2. Legislation and guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and takes account of Department for Education guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines a person as disabled if they have 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. The definition includes sensory impairments and long-term health conditions.

Schools are required to make reasonable adjustments for disabled pupils to reduce or remove substantial disadvantage compared with pupils who are not disabled. Reasonable adjustments may include changes to the way activities are delivered, the provision of auxiliary aids or adjustments to the physical environment.

This plan should be read alongside the school's SEND Information Report, SEND Policy and other relevant policies listed in section 5.

3. Accessibility action plan

Objective	Actions to be taken	By whom	Timescale and Resources
Information for Disabled Pupils To ensure that the aims and objectives in the Equality Policy are met.	• Regular reviews of the school's Equality Policy with due consideration for the stakeholders it effects. • Regular monitoring of Equality and Diversity within teaching and learning. • Regular meetings between teaching staff and members of the Senior Leadership Team to ensure progress and identify barriers to learning that may be present due	SLT Teaching Staff Governing Body	Ongoing SLT meetings Governors' meetings Progress meetings

	to diversity and ensure these are addressed through appropriate intervention.		
Curriculum To promote equality and tackle discrimination	- Any incidents of discrimination (including racism) to be reported through the appropriate channels (see anti bullying and safeguarding policies). - To develop links with other schools with a different ethnic and cultural background to our own. - To regularly consult with stakeholders (including parents and children) with regards to promoting equality and tackling discrimination. - To use the super 6 SMSC books to promote equality.	SLT Teaching Staff Governing Body PTA School Council	Ongoing SLT meetings Governors' meetings Staff meetings Parent Evenings PTFA meetings School Council meetings
Curriculum To promote disability equality throughout school	- Regular reviews of the school's Disability Policy with due consideration for the stakeholders it effects. - Regular meetings to ensure the needs of disabled stakeholders are identified and addressed (including - Timely and appropriate interventions (including modifications to school grounds and the provision of equipment) to ensure the needs of disabled stakeholders are met. - SENDCo to liaise regularly with the SEN team to make adaptations according to need - No Outsiders ethos promoted throughout school - PSHE curriculum to be delivered in every classroom	SENCo SLT Teaching Staff Governing Body	Ongoing SLT meetings Parent Evenings Governors' meetings Staff meetings
Curriculum To raise staff and governors awareness of equality and diversity	- Ensure (through consultation) staff and governors have a good understanding of diversity and provide training where necessary. - Ensure a member of the Governors attends let's end hate crime training annually. - Share the SMSC overview with Governors yearly.	SLT Teaching Staff Governors	When appropriate Governors' meetings Staff meetings
Curriculum To raise pupil awareness of equality and diversity	- Diversity and equality should be discussed as part of School Parliament Meetings. - School Parliament to report back to staff and pupils regarding their discussions and findings - Equality and diversity to be discussed with children as part of class teaching - Super 6 SMSC books in each class from nursery to year 6 on display in every class and read in guided reading sessions. - Extend trips and visitors in school to ensure a wide diversity of people. - British values display and posters in class. - Utilise the harmony zone as a diversity learning zone.	School council Teaching Staff SLT	Ongoing School Parliament meetings
Physical improvements Improvements for pupils with ECHP plans IT support for communication and	- To increase access to IT resources wherever possible (including appropriate software) – capital grant over 2 years - Provision of teaching and learning resources to help all pupils access the curriculum (CLICKER and iPads)	SENCo SLT Teaching Staff	Ongoing

language and cognition and learning needs			
Physical improvements Physical improvements to the early years setting and disabled access bathroom to support those children with significant developmental needs	- Audit of school to be carried out to identify accessibility barriers - Review new bathroom layouts in EYFS and KS1 to determine if changes are needed.	SENCo SLT Bursar	Ongoing
Curriculum – Risk Assessments Ensure all school visits and trips are accessible and promote diversity for all pupils	- Trips to be planned that will be accessible to all pupils (also SEN specific trips and a focus on culturally diverse trips i.e. to various places of worship) - Site visits to be carried out where appropriate to ensure places being visited are fully accessible also risk assessments in place for all necessary pupils and staff with Team teach training to attend where appropriate	SENCo SLT Class teachers	Ongoing
Information for pupils with disability Consistent and carefully planned transition support for pupils with physical or mental impairments	- Adaptive teaching approaches implemented in all subject areas to ensure that access is enabled for all (in particular around SRE and safety concepts) - Continued staff CPD on adaptive teaching. - Transition meetings for all disabled pupils	Subject Leads SENCo Class teachers Other setting leaders	Ongoing
Parental communication Accessible parent/carer communication	Consider accessibility needs when communicating with parents/carers, including reasonable adjustments to meetings, information and communication methods.	SLT SENCO Office staff	As required

4. Monitoring arrangements

This Accessibility Plan will be reviewed at least annually and formally reviewed over the three-year period 2026–2029. It may be reviewed and updated more frequently where legislation, guidance, the school environment or the needs of pupils and stakeholders change.

The plan will be monitored by the Senior Leadership Team and SENCO, with relevant actions discussed through appropriate staff and governing body arrangements. Governors will have oversight of the school's duties under the Equality Act 2010 and the implementation of this plan.

Monitoring will consider:

- whether identified actions have been completed or are progressing
- whether pupils with disabilities are able to participate fully in the curriculum and wider school life
- whether physical barriers have been identified and addressed
- whether information is accessible to pupils and families who require adjustments
- feedback from pupils, parents/carers and staff
- new or changing individual needs and reasonable adjustments.

5. Links with other policies and documents

This Accessibility Plan is linked to the following school policies and documents:

- SEND Information Report
- Special Educational Needs and Disabilities Policy
- Intimate Care Policy
- Equality Policy
- Allergy Safety Policy
- Behaviour / Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- School Development Plan
- School complaints procedure

This plan builds on Millbrook Primary School's previous Diversity & Accessibility Plan 2023–2026 and replaces that plan for the 2026–2029 period.