MAST

Accessibility Policy
1st September 2026

MAST

Moving Ahead, Serving Together

Belong • Be Safe • Flourish

MAST Accessibility Plan 2026-2029

The Equality Act 2010 states the requirement for schools to have an Accessibility Plan. The purpose of the plan is to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school.

This Accessibility Plan forms part of the Trust's Disability Equality Scheme and is a statutory duty. It sets out how the Trust Board and local governing bodies plan to proactively improve the equality of opportunity for those within the Trust community who have a disability. The duty is to anticipate and plan for their future needs.

According to the Act, a disabled person is defined as "someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-today activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act, the Plan focuses on three key areas:
~ increasing the extent to which disabled pupils can participate in the individual MAST school's curriculum
~ improving the environment of Trust schools to increase the extent to which disabled pupils can take advantage of education and associated services

This policy reflects the core aims and purpose of MAST. At MAST, we are committed to ensuring that every child is known and every child is enabled. Guided by our values of Belong, Be Safe, Flourish, we create inclusive and nurturing school communities where every individual is recognised, valued and supported. Inspired by the belief that each person is known and called by name, we work together to provide the relationships, opportunities and support that enable all children to grow, achieve and flourish.

It is a requirement that the Trust's Accessibility Plan is resourced, implemented, reviewed and revised as necessary, but at least every three years.

Aim	Current Good Practice	Objectives	Actions	By	Target Date	Success Criteria
Increase access to the curriculum for pupils with a disability.	Various adjustments are in place to ensure that all pupils can access the full curriculum and out of school activities: Clear care plans, soft lighting, service level agreements with; Educational Psychology and Occupational Therapy. Close Links with the Disabilities team, additional/alternative swimming opportunities, additional/alternative games opportunities, use of IT software/access technology, hand rails, clear markings for differing levels, Regular visits from Autism Outreach and advisory teachers for the visual and hearing impaired, Pastoral and inclusion leaders in each school to liaise sensitively with parents with regards to the needs of their child, outdoor learning, diagnostic assessments, details transition arrangements	Ensure that all classroom environments are fully inclusive in all lessons Improve information sharing when pupils with a disability joins the school	'Inclusive Classroom' audit tool to be shared with all staff and used when monitoring through learning walks and observations	SLT	Throughout the year 2026-2027	Monitoring shows consistent use of fully inclusive practice throughout the school Clear information is available about children prior to starting
Improve and maintain access to the physical environment	Building is adapted with ramps at entrance/exits, disabled/accessible toilet, handrails at all steps	To ensure that the building is maintained according to regulations.	Carry out Accessibility audit of school	Estates Lead	From January 2027	Audit date to be set
Further raise the profile of Equality, Diversity, Inclusion and Justice across the school	EDIJ is explicit in the individual school curriculum Trust and School vision and values highlight EDIJ Trust Inclusion Lead to support schools to design an inclusive curriculum	To ensure all school policies and procedures include EDIJ awareness.	All school policies to be read with an EDIJ focus	Trust Inclusion Lead	From January 2027	Policies reference and support EDIJ objective.

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For the use of SLT and Governors 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?			X		NM to see what training is provided from trust and disseminate to staff
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X				As and when we would ask school nurse to provide training

HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?					
3. Do all staff seek to remove all barriers to learning and participation?	X				
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X				
5. Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X				
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X				
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	X				
9. Do you provide access to appropriate technology for those with disabilities?	X				
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	X				

HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?					
11. Do you have arrangements to provide information in simple language, symbols, large print for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X				
12. Do you have the facilities such as ICT to produce written information in different formats?	X				
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X				
14. Is furniture and equipment selected, adjusted and located appropriately?			X		If this was a requirement we would source the correct furniture
15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		X			Again as required we would adopt any tool that would support

IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?					
	1	**2**	**3**	**4**	**Comments**
18 Are pathways and routes logical and well signed? *(both internal & external)*	X				
19 Do you have emergency and evacuation procedures to alert ALL pupils?	X				
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?			X		
21 Do furniture layouts allow easy movement for pupils with disabilities?			X		
22 Are quiet rooms/calming rooms available to children who need this facility?	X				

GETTING TO THE BUILDING	Yes	No	N/A	Comments
23 Are car park spaces reserved for disabled people near the main entrance?		X		We do not have a school car park
24 Are there any barriers to easy movement around the site and to the main entrance?		X		
25 Are steps needed for access to the main entrance?		X		
26 Do all those steps have a contrasting colour edging?		X		Ensure this is made compliant
27 If there are steps, is a ramp provided to access the main entrance?			X	
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	X		X	
29 Is it possible for a wheelchair user to get through the principal door unaided?	X			
30 If no, is an alternative wheelchair accessible entrance provided?			X	

INTERNAL FACILITIES	Yes	No	N/A	Comments
If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X			
32 Do all internal doors allow a wheelchair user to get through unaided?		X		Assistance would be needed to open internal doors
33 Do all the corridors have a clear unobstructed width of 1.2m?	X			
34 Does the school have a wheelchair accessible toilet?	X			
35 Does the school have accessible changing rooms/shower facilities?		X		Toilets only

VERTICAL MOVEMENT					
36 How many storeys in the school? *Tick appropriate box:* ***a*** *= single storey throughout* ***b*** *= single storey with some split level parts* ***c*** *= single storey with some 2/3 storey parts* ***d*** *= mainly 2 or 3 storey*	a	b	c	d	

37 If the school is on more than one level, do the internal steps/stairs have contrast colour edgings? *)*		X		We will address this by changing the colour of the nosings
38 Is there a continuous handrail on each internal stair flight and landing?	X			
39 Does the school have a lift that can be used by wheelchair users?	X			
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state*?*		X		
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?		X		

SENSORY IMPAIRMENT	**1**	**2**	**3**	**4**	
42 Are non-visual guides used to assist people to use the buildings?					No
43 Could any of the décor be confusing or disorientating for pupils with disabilities?					No
44 Is a hearing induction loop available (either fixed or portable) in the school?					No
45 Does the school have a "Soundfield" sound reinforcement system?					No
46 If there is a "Soundfield" system, in what area?					
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)					Yes