



TMPF

Accessibility Plan

2025-26

Updated for: Sept 2025-26

Review: July 2026

TMPF Values:
Trust;
Mindful;
Peace;
Friendship.

The Moorlands Primary Federation (TMPF) want all of our children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their very own 'learning adventure'. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all of our pupils.

Purpose of Plan

This plan shows how we intend, over time, to increase the accessibility of our schools for pupils, staff, parents/carers, Trustees and visitors who may have a disability.

Definition of disability (Equality Act 2010)

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities. (see TMPF SENDs Policy 2023 and SEN Code of Practice: 0 to 25 Years)

Aims:

- We aim to increase the extent to which pupils with a disability can participate in the curriculum (to the best of the Trust/School's ability).
- Improve the physical environment of the school/s to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the Trust/School's ability).
- To improve the availability of accessible information to pupils with a disability (to the best of the Trust/School's ability, within a reasonable timeframe, and will take into account pupil's and parent's thoughts).

Legislation and Guidance

This document is designed to comply with the requirements of s10 of the Equality Act 2010 and relevant DfE guidance.

Contextual Information

The Moorlands Primary Federation (TMPF) comprises five schools. Each school offers its own documentation towards the Accessibility Plan due to the specific needs of each location.

Equality Objectives (published on the school website)

At The Moorlands Primary Federation (TMPF), we are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and Trustees irrespective of race, gender, disability, belief, religion, sexual orientation, gender identity, age, mental health or socio-economic background. We aim to continually develop our lovely and warm culture of inclusion and diversity, as we believe, as a family of fourteen schools full of wonderful children, that this can enable those connected to the schools to feel proud of their identity and have the ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying, challenging misconceptions and challenging stereotypes. We believe that this will enable us to create and nurture an environment which promotes love for one another. At TMPF, we believe that diversity is a strength. If we were all the same, our lives would not be as rich. The differences in British society and our community should be respected and celebrated by all those who learn with us, teach with us, support us and visit us. Within our Church Schools, we follow the example set by Jesus to welcome all and love all equally as children of God.

School Context

Talbot First School has been in its current location since the late 1800's. We have three classrooms. We also offer a library, a school hall, one office, a staffroom, resources cupboards, a medical room and toilets for children and staff which includes one designed for members of the school with a disability. Children enter and leave the building from various points depending on age/class. The classrooms, offices, children's toilets, and disabled toilet are all on the same level. The hall can be accessed via the main building or a set of steps from the playground. Corridors in the areas accessed by children, are spacious. The playgrounds are easily accessible and all on the same level, the school field can be accessed by a set of steps or by entering through the EYFS outdoor area. The school office can be accessed via the school playground.

On the school site, there is a before and after-school club operated by staff employed by TMPF, conducted in the school hall. This is accessed through an external door, or via the school office. All classrooms boast large touchscreens and IT equipment is good.

As of Sept. 2025, there are no wheelchair-dependent pupils, parents or members of the staff/ trust board team.

Current Range of known disabilities

All our schools have children with a range of disabilities to include moderate and specific learning disabilities/ difficulties.

Increasing access for pupils with a disability to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability classes, which are either single, or mixed-age year groups.

Inclusive classes

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits. Numbers attending sessions may be limited for a variety of reasons. These could include (but are not limited to) the event that after-school clubs/ classes are over-subscribed; or in the event that numbers for participation in team/ group events are limited and are lower than the number of children wishing to participate, or if child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Information about TMPF and each school is published on the website. The website carries a notice that any information published thereon is also available from the relevant school in a printed format.

Aim: Improve the physical environment of the school/s to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided (to the best of the Trust/School's ability).

Location	Target	Strategies	Time-scale	Responsibility	Success criteria
Talbot First School	The school is aware of the access needs of disabled pupils, staff, Trustees, parent/carers and visitors.	<p>To create Individual Plans (IPs) for individual disabled pupils when required.</p> <p>Be mindful of staff, Trustees and parents' access needs.</p> <p>Through dialogue and questionnaires find out the access needs of parents/carers.</p>	<p>Asrequired</p> <p>Induction and on-going if required</p> <p>On-going</p>	<p>Class teachers/School Welfare Coordinators</p> <p>School Leaders/ Executive Principal/Admin staff</p>	<p>Individual Plan in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and Trustees feel confident their needs are met.</p> <p>Parents have access to all school activities.</p>
Talbot First School	Any changes to layout of school to be mindful of access to pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when any redesign planned.	Asrequired during CIF applications	Trustees/ School Leaders/ CEO/ Architects	Re-designed areas of buildings are usable by all.
Talbot First School hall	Ensure access to school hall for all.	<p>Improve access to school hall area during any re-design.</p> <p>Develop system to better allow entry for wheel chair users.</p>	Consider in any new development	Trustees/ School Leaders/ CEO/ Architects	Disabled parents/carers/ visitors feel welcome.

Aim: To improve the availability of accessible information to pupils with a disability (to the best of the Trust/School's ability, within a reasonable timeframe).

Location	Target	Strategies	Time-scale	Responsibility	Success criteria
Talbot First School	Improve and external access for visually impaired people.	Yellow strip mark step edges. Any new signage to offer improved access.	On going	School Handymen/ Janitor/ external companies.	Visually impaired people feel safe in school grounds. New signage improved access.
Talbot First School	Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical difficulties. Develop a system to ensure all staff are aware of their responsibilities.	Asrequired Each Sept	School Welfare Coordinators/School Leaders	All disabled pupils and staff working alongside are safe in the event of a fire.
Talbot First School	Ensure accessibility to IT equipment.	Alternative equipment in place to ensure access to all devices.	On-going and as required	Class teachers and Systems Officer.	Hardware and software available to meet the needs of children as appropriate
Talbot First School	Ensure hearing equipment in classrooms to support any children with hearing impairment.	Seek support from LA hearing-impaired unit on the appropriate equipment should this be necessary.	Ongoing	Class teacher and School Welfare Coordinators.	All children have access to the equipment.

	All fire-escape routes are suitable for all.	Make sure all areas of school can have wheelchair access Doors routes visual check.	On-going and as required and as appropriate Weekly	All	All disabled staff, pupils and visitors able to have safe independent access routes
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Aim: To improve communication with all stakeholders (to the best of the Trust/School's ability, within a reasonable timeframe).

Location	Targets	Strategies	Time- scale	Responsibility	Success Criteria
Talbot First School	Review and evaluate information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website.	On-going On-going Current	Executive Principal/Admin staff	All parents receive information in a form that they can access.
	Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	Executive Principal/ Admin staff	Children with visual impairment can access appropriate documentation.
	Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On-going	Trust SENDs Leader/ Welfare Coordinators/ class teacher.	Staff produce information to meet the needs of children with additional need.

Location	Targets	Strategies	Time- scale	Responsibility	Success Criteria
All schools	Languages other than English to be visible in school.	Some welcome signs to be multi-lingual.	Academic year 2025/26	All	Improved confidence of parents to access information on their child's education.
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators (ipads), sign language interpreters to be considered and offered if possible	As required	School Welfare Coordinators.	Pupils and/or parents feel supported and included
	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Offer large print copies (on alternative colour – if necessary) for parents who require this.	As required	School Welfare Coordinators	All can access information about each school.