



MOULSHAM HIGH SCHOOL 2026 – 2029

Accessibility Statement

Vision Statement

Moulsham High School is a place where:

- Students **Enjoy** learning;
- Students are **Enriched** with opportunities to prepare for their future;
- Students **Achieve** high standards;
- Students are taught the values of equality and diversity;
- All efforts are acknowledged and celebrated; creating an environment where all can thrive.
- Everyone is valued and respected as an individual; creating a sense of belonging.
- Everyone is encouraged to be part of and contribute to the local community.

Accessibility Plan

SECTION 1: PARTICIPATION IN THE CURRICULUM

Focus For Development	AFL Strategies	Lead Person	Timescale	RAG	Resources	Outcome
1.1. Further develop the schools AFL (Assessment For Learning) so that all misconceptions continue to be challenged to allow for even more effective adaptive teaching.	Whole school teaching/learning focus 26' 27	DHT Curriculum/Teaching	2026-27		Integral part of the school's CPD programme. Input from BAT SENDCO. Input from BAT School Improvement Team	All students are able to access and understand our ambitious curriculum even more effectively.

1.2 Removal of physical barriers to learning.	Review arrangements in practical subjects e.g. D&T, FT, PE, students with SEN, Art, Drama, Music and Science to ensure equal access.	Deputy Head (Curriculum/Teaching) Heads Of Faculty / Subject Lead	Ongoing		Funding for specialist equipment for teaching spaces - as required. LSA support allocated to lessons as required.	Teachers can ensure that there is equality of physical access to learning.
1.3 Disabilities have access to planned enrichment activities and take up is strong.	Review all enrichment provision to ensure both compliance with legislation and inclusivity.	Assistant Headteacher responsible for personal development	Ongoing		None.	All enrichment activities will be conducted in an inclusive environment. Take up is monitored half termly and is strong.
1.4 Continue to further develop the use of AV1 robots to ensure access to activities beyond the classroom.	Ensure that AV1 robots are deployed effectively and used both in and beyond the classroom.	Senior Deputy Head / Inclusion Lead SENDCO Inclusion Manager	2026-7		None.	AV1 robots meet individual students' needs.
SECTION 2	ACCESSING THE	FACILITIES AND	THE		SERVICES	
2.1 Review provision of specialist equipment provided /needed e.g. pool hoist.	Identify, through gathering effective transition information, any specific needs in advance.	Senior Deputy Head Premises Manager SENDCO SPL'S	On-going		Check and provide equipment needed as required.	Accessibility for all disabled students to the full school curriculum.
2.2 Organise teaching spaces to ensure disabled students have	Raise awareness and promote good access and seating	SENDCO Teachers	On-going		To be considered in the light of identified	Classrooms are more comfortable and user friendly for

equal access.	arrangements for disabled students e.g. those with sensory impairment. Review requirements for any specialised furniture.	Premises Manager			needs.	disabled students.
2.3 Site complies with Health and Safety requirements for disabled students.	Survey external surfaces e.g. paving slabs, kerbs, pathways, hard areas to avoid trip hazards. Top and bottom-of-steps hazard slip markings on all stairs. Survey internal areas in similar way.	Premises Manager	Annual Review		Site work needed in response to surveys.	A safe physical environment is ensured. Compliance with Health and Safety regulations.
2.4 Ensure signage around the school meets the needs of disabled students	Update school signage to be suitable and compliant with needs e.g. braille.	Premises Manager	On-going		Signage changes as required.	Signage compliant with student needs.
2.5 Review the site accessibility from the perspective of students with disabilities.	Talk with disabled students about their experiences to review accessibility issues.	Senior Deputy Head SENDCO Premises Manager	Ongoing		Student Voice Panels. ECHP/One Plan reviews.	Information gathered to feed into plans for school improvement.
SECTION 3:	IMPROVING THE	AVAILABILITY OF	ACCESSIBLE		INFORMATION	

3.1 Ensure all staff are aware of the importance of good communication systems for those with disabilities.	Ensure Arbor is up-to-date and checked by staff so it is known when alternative formats are needed.	Data Manager SENDCO	On-going		Cost of signer for hearing impaired parents at school events.	Learning walks, lesson observations and student and parent voice show communication is good.
3.2 Ensure written materials are available for students in alternative formats if needed.	Check services available from the LA or external sources for converting written information into alternative formats.	SENDCO	On -going		Cost of any external services required.	Information is delivered to disabled students effectively.
3.3 Make available all school publications for parents in alternative formats as required.	Ensure all new publications are accessible to all parents. Use website.	PA to the Headteacher Information Systems Manager	On - going		Costs for using alternative formats.	All school information is accessible to all. Parents will know how to make requests for alternative formats.
3.4 - Review documentation to ensure accessibility for students with visual impairment.	Seek advice from outside agencies on alternative formats and use of IT software to assist.	IT Network Manager SENCO	On - going		Costs for using alternative formats.	Delivery of school information to students and parents with visual difficulties is clear and accurate.