



MOSAIC
SCHOOLS LEARNING TRUST

ACCESSIBILITY PLAN 2025 - 2028

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.



Staff Responsible:

Head Teacher

Date of Review:

April 2025

Date of Next Review:

April 2026

VERSION CONTROL

Date	Change
April 2025	New Mosaic format

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Aims:

Mosaic Schools Learning Trust and its schools aims to treat all its pupils, staff and community fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan; the purpose of this plan is to:

- Increase the extent to which pupils with disabilities access education and participate in the curriculum
- Improve the physical environment of the school to ensure pupils, staff and visitors with disabilities are able to access facilities and services
- Improve the availability of accessible information for pupils, parents and stakeholders.

At Unicorn we aim to provide an environment that is welcoming, caring, safe and purposeful.

We seek to make the curriculum accessible to all pupils, thereby helping them to become confident happy and caring individuals who recognise their own value, develop personal aspirations and a lifelong love of learning.

Mosaic Schools Learning Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan will be made available on the school website and paper copies are available via the school office.

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 they have a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on their 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 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, provision of an auxiliary aid or adjustments to premises.

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

Action Plan

Aim: Increase access to the curriculum for pupils with a disability				
Current provision/ good practice: our school offers an inclusive, broad and balanced curriculum for all pupils. We use resources and equipment tailored to the needs of specific pupils who require support to access the curriculum. Teachers and staff plan lessons and activities carefully to enable pupils with additional needs to participate. Appropriate targets are set and progress is tracked for all pupils, including those with a disability and/or additional needs. Curriculum resources include examples of people with disabilities and other protected characteristics. Assemblies educate all pupils about the impact of living with different disabilities and celebrate the achievements of people living with disabilities. Provision is made to ensure pupils with disabilities can participate in enrichment activities/clubs of their choice. All staff are aware that some pupils are more vulnerable than others to experiencing barriers to their learning. The school has a newly appointed SMHL (Senior Mental Health Lead) who works with the Inclusion Lead and SLT to develop the support for everyone.				
Objective	Action	Lead Person	Timescale	Review
Pupils' needs are identified quickly and appropriate support/provisions are put in place.	Teachers to work with INC Lead to ensure they are aware of needs/targets and appropriate provision for specific pupils in their class. Progress of pupils to be tracked and reviewed; changes to support implemented if required.	CT/Inclusion Lead	Autumn term then ongoing	
Needs of pupils new to Unicorn are quickly identified.	In-year transfers – CT and IL as above. EYFS - EYFS lead/IL to meet with pre-sch, area SENco, parents to support transfer of children.	EYFS lead/ Inclusion Lead	Summer term prior to starting – Autumn term of entry	
Curriculum activities are carefully planned and reviewed to ensure accessibility for pupils with disabilities.	Teachers work with subject leads to plan provision for pupils with disabilities, for example in the planning of practical activities in subjects such as science, PE, DT. Work with EVC/ Outdoor Learning	CTs, Subject Leaders, EVC	Ongoing	

<p>Pupils with disabilities see themselves represented in our curriculum and the resources we use. All children are aware of significant individuals living (or who lived) with disabilities and their achievements.</p> <p>To decrease the barriers to learning that children with SEMH issues experience.</p>	<p>Lead, regarding educational visits and outdoor learning activities.</p> <p>Subject and senior leaders work to ensure they continually update resources in their subjects and the wider curriculum. They ensure that texts and resources are representative, appropriate and realistic.</p> <p>Staff and parents work closely together to identify children with SEMH difficulties.</p> <p>Senior staff, particularly the IL ensure that the school is aware of and has access to appropriate sources of outside support.</p> <p>Support is provided or signposted in as timely a manner as possible.</p> <p>Staff receive training in areas of SEMH</p>	<p>Subject leaders SLT</p> <p>SLT, IL, SMHL</p>	<p>Ongoing</p> <p>Ongoing</p>	
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Aim: Improve and maintain access to the physical environment

Current provision/ good practice: the school has a modern building with easy level access from a car park with designated disability parking spaces. The building itself has wide corridors and doorways, and a lift suitable to wheelchair users and those with mobility issues. There is a fully equipped accessible hygiene suite on the ground floor and further accessible toilets on both floors. Outdoor spaces have room for wheelchair use and pupils with mobility issues to participate in playtime activities; classrooms are spacious and we have a range of furniture and organisation options to ensure that rooms are welcoming and inclusive for all pupils. Key staff are trained in use of specialist equipment for the evacuation of pupils and staff with mobility issues.

Recently updated lighting throughout the majority of the school has enhanced the quality of light in classrooms and other learning areas. Soundfield systems to support pupils with hearing impairments are installed in a least one classroom of each year group and our main hall. Carpets in classrooms and other learning areas help absorb extraneous noise which supports those with some hearing impairments and those with hypersensitive hearing.

Objective	Action	Lead person	Timescale	Review
<p>Maintain safe access throughout the building and grounds.</p> <p>Make the playground more inclusive for wheelchair users.</p>	<p>Regular checks for hazards due to layout or untidiness. Checks of flooring for damage that could create trip hazards.</p>	<p>Site Manager</p>	<p>Ongoing</p>	
	<p>Improve signage outside and around building.</p>	<p>SLT/Site team</p>	<p>25/26</p>	
	<p>Monitor and plan cycle of replacement and improvement for premises that affect access e.g. bridge, doors, carpets</p>	<p>HT/Site manager/ facilities lead</p>	<p>Ongoing</p>	
	<p>Investigate the installation of tables – without seating – at an appropriate height to encourage use. Standing would also support those with ADHD.</p>	<p>HT/Inclusion lead</p>	<p>25/26</p>	
<p>Improve independent manoeuvrability for wheelchair users around the building.</p>	<p>Explore other playground equipment for pupils with disabilities.</p>	<p>HT/Inclusion Lead/ PTA Project Lead</p>	<p>26/27</p>	
	<p>Ensure planned new ‘wild’ playground area being funded by PTA is fully accessible.</p>	<p>HT/IL/FL</p>	<p>As project moves ahead.</p>	
	<p>Explore the possibility of gaining funding to provide a means of</p>		<p>Course of plan</p>	

Improve environment for those with sensory impairments	<p>automation or easier opening of doors.</p> <p>Complete cycle of lighting updating.</p> <p>Soundfield systems in all classrooms and small hall.</p> <p>Create 'expectations' document for teachers/ staff re: classroom organisation – tidiness/ clutter / displays etc.</p>	<p>Site team</p> <p>Facilities Lead</p> <p>SLT</p>	<p>25/26</p> <p>Ongoing</p> <p>For Autumn '25</p>	
More staff trained in the evacuation of those with mobility issues	<p>Staff with 'train the trainer' qualification for 'evac chair' to train additional staff</p>	<p>Inclusion Lead and other trained staff</p>	<p>By end of Autumn '25</p>	

Aim: Improve the delivery of information to pupils and other stakeholders with a disability.

Current provision/ good practice: All teachers use visuals and text to present information to pupils, including visual timetables and prompts for behaviour. We are developing the use of recorded information that children can access with an iPad and QR code/ sound buttons pack (especially in EYFS and KS1). All learning slides are carefully planned to ensure visuals are used and text is not overwhelming. Children with identified needs access resources such as coloured paper/overlays, dyslexia friendly fonts, large print resources, individual copies of slides, personal copies of visuals to support behaviour regulation. Appropriate preparations are made to ensure children can access assessment materials, e.g. SATs papers and year group assessment test in KS2.

Soundfield systems to support pupils with hearing impairments are installed in at least one classroom of each year group and our main hall. Carpets in classrooms and other learning areas help absorb extraneous noise which supports those with some hearing impairments and those with hypersensitive hearing.

Objective	Action	Lead person	Timescale	Review
Improve access to information for those with sensory impairments	<p>Soundfield systems in all classrooms and small hall.</p> <p>Explore the possibility of induction loops to support those with hearing aids</p>	Facilities Lead	25/26	

<p>Improve access to information for other stakeholders with a focus on school website and communications sent via email.</p>	<p>In 'expectations' document for teachers/ staff, include tips on how staff can ensure displays support children with visual hypersensitivity and/or visual impairment.</p> <p>Check all key signage is accurate and readable: select font/ colour of text and background colour</p> <p>Access braille versions where appropriate.</p> <p>Investigate whether Arbor/M365 email systems offer 'immersive reader' options so that email content could be listened to.</p> <p>Similar for translation option for EAL users.</p> <p>Investigate whether read aloud and translation options can be added to key pages/ documents on website – use of QR codes?</p>	<p>SLT</p> <p>Admin Team/ IL</p> <p>SLT/ Central from DM? Admin/ Support</p>	<p>For Autumn '25</p> <p>Ongoing</p> <p>Sept 2025 onwards</p>	
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Monitoring of Plan

This plan will be reviewed annually and progress against objectives recorded on it. The plan will initially be approved by the Local Governing Body and the review shared with them on an annual basis.

Links with Other Policies

- Health and Safety Policy
- Equality statement and objectives
- SEND policy and information report
- Supporting pupils with medical needs policy

Links to other policies

This policy is linked to our:

- SEND Policy
- Information and objectives statement
- [Complaints Policy](#)

