Mithian School Disability and Access Plan

Our Mission Statement:

At Mithian School, inclusion and equality is at the heart of our school community. We acknowledge that every child has the right to achieve their full potential no matter what their ability. Through our Disability, Equality and Access Plan, everyone in our school's community will be enabled to heard and represented on issues that remove barriers, thus helping them reach their full potential.

The Definition of Disability

A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. This includes certain medical conditions when they have long-term and substantial effect on students' everyday lives.

Key Aims

To ensure that every pupil with a disability/condition has:

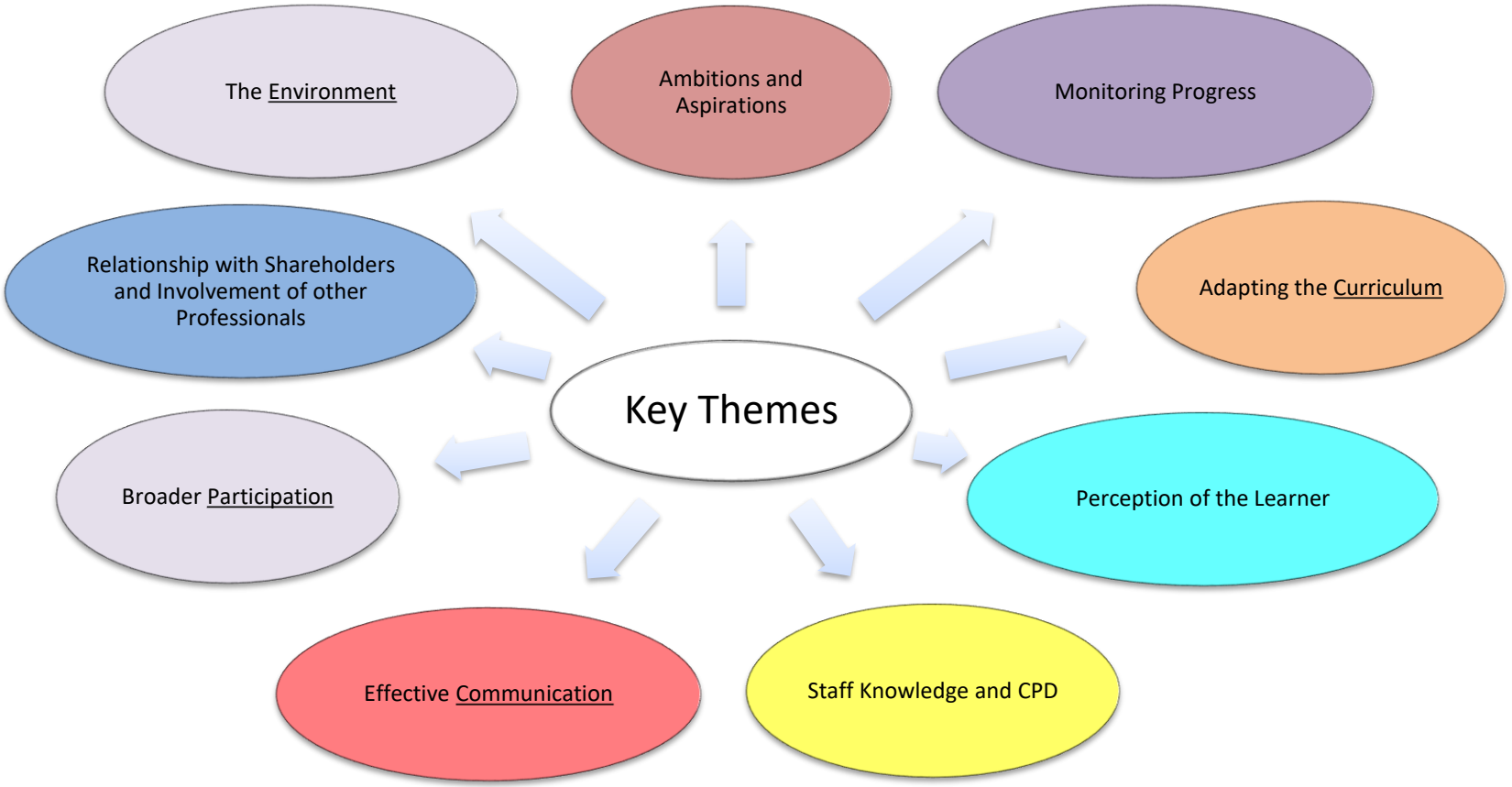
- Access to our school environment, curriculum and relevant information
- Full participation in school life and the community
- Opportunity to reach their full potential

That the school community:

- Promotes equality of opportunity
- Eliminates discrimination
- Eliminates harassment
- Promotes positive attitudes
- Encourages participation in public life
- Takes steps to meet disabled people's needs

Mithian School Disability and Access Plan 2026-2027

This Access Plan summarises the aspects below to increase access to education for disabled pupils, parents/carers and staff:



Mithian School Disability and Access Plan 2026-2027

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Ambitions and Aspirations					
Whole school community is aware of Equality. Ensuring that policies and procedures support equality for all. Ensure that such commitment is visible to all in the community and is unequivocal in its ambition.	Policies are in place, adhered to and reviewed (Behaviour Policy, Anti-Bullying Policy, Educational Visits, SEND)	Reviewed regularly	Leadership Team and SENCO time to review policies.	SENCO HT Staff LMC Pupils	LMC policy review schedule Staff meetings SEND meetings Pupil feedback

Mithian School Disability and Access Plan 2026-2027

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Relationships with Shareholders and working with professionals					
Shared partnerships will be efficient and productive, meeting the needs of all identified groups of children and individuals whose access requires special attention. Parents/Carers with disabilities to receive regular communication – adapted for easy access as required – to promote positive relationships	Good communication, liaison and target setting in place. Key agencies used for advice and support. Clear actions for responsibility shared as part of the meetings and reviews. Identified groups and individuals to be monitored by SENCO	Ongoing throughout the year Records of meetings to support individual children to show targets agreed by and monitored	Teams for specialist support Meeting time scheduled between SENCO and parents/carers to facilitate shared working relationships Meeting time scheduled between specialist services and SENCO and key staff.	SENCO HT Staff Specialist Agencies Parents/ Carers and	SENCO feedback to HT SENCO feedback to LMC and LMC SEND Lead

Mithian School Disability and Access Plan 2026-2027

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Environment					
Create effective learning environments for all. Classrooms promote independence	Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Ensure all classrooms and resources are organised in accordance with pupil need. Ongoing staff training and awareness to reflect diverse needs of pupils within the school Focus on disabilities and barriers areas that feature at Mithian –autism, dyslexia and dyscalculia. Explore possibility of improving changing facilities in school e.g. shower, nappy changing area.	Ongoing all year	Input from specialist services and professionals Work with external agencies and advisory groups. Ongoing resource evaluation and management Funding for building additions and improvements Ongoing review of SEND adaptation document	HT SENCO H & S Leads	SENCO HT Staff LMC Feedback from pupils

Mithian School Disability and Access Plan 2026-2027

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Effective Communication					
Ensure effective access to information to support safety and learning of all pupils. Adaptation of communication formats to ensure equal and easy access to information*	When required, documents are in alternative formats Large print and audio formats if required. Review accessibility of information for parents. Homework information available for all children and parents SEND adaptation document and regular meetings with SENDCo to support teachers and support staff.	ongoing all year	Alternative formats Resources relating to SEND adaptation document	SENCO Admin HT Staff	SENCO HT

Mithian School Disability and Access Plan 2026-2027

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Staff Knowledge and CPD					
All staff feel confident equality and equal access for all children Staff knowledge and areas of specialism are supported by the HT and SEND	Staff are aware of legal aspects of Disability Discrimination Act Provide training as per identified areas of need Ensure up-to-date training Staff and LMC complete annual Equality and Diversity training on safe smart	Ongoing	CPD and staff meetings/staff board SENCO and HT support	SENCO HT Staff LMC TPAT	SENCO

Mithian School Disability and Access Plan 2026-2027

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Perception of the Child					
A positive approach to difference will be embedded throughout the school Children's voice will be given value. Opportunities for pupil voice and confidence building are part of the school ethos	Focus on removing barriers and positive solutions Children supported to discuss their needs to enable safe, learning environment. Pupil voice opportunities in place.	Ongoing.	PSHE resources Assemblies Class discussions, including circle time and group time.	SENCO HT Staff Pupils and stakeholders .	SENCO and HT pupil feedback

Mithian School Disability and Access Plan 2026-2027

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Adapting the Curriculum					
School curriculum, will include adaptions so access for all. Ways of measuring achievement enable every child to achieve their potential across the curriculum with focus on the life-long learner (EMERGE)	Examine government curriculum guidance specific to SEN/ Disability Use pupil voice to inform planning, adaptions and to maximise enjoyment in learning	Ongoing.	Planning Staff meetings Curriculum resources	SENCO HT Staff LMC Feedback from pupils	SENCO Curriculum reviews

Mithian School Disability and Access Plan 2026-2027

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Monitoring Progress					
Pupil progress and attainment will be used as part of evidence about pupil well-being and achievement. Learning observations, monitoring and appraisal procedures focus on maximum participation and achievement of key groups.	TA, provision maps and pupil tracking for bands to help identify the progress and attainment of all individuals and groups of pupils Information used to inform intervention and further support	Termly and Half Termly reviews of pupil progress and monitoring	Tracking system Monitoring sheets Regular SENCo meetings	HT SENCO	SENCO HT Staff LMC Feedback from pupils

Mithian School Disability and Access Plan 2026-2027

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Broader Participation					
Maximise participation in all school activities by groups and individual children, taking particular note of those with disabilities/SEN Opportunities for celebration based on equality regardless of perceived or real barriers.	Support full participation in extra-curricular activities for all children. Work with all stakeholders to increase opportunities available. Consider carefully the venue for all trips to ensure equal and easy access to all pupils	Ongoing	Extra-Curricular Clubs Trips and residentials	SENCO PE Lead HT LMC	Feedback from pupils Parent voice Club participation