

# Accessibility Plan



**MELDRETH**  
Primary School

Review Date: Summer 2021  
Reviewed by: Governor Resources Committee  
Next review date: Summer 2023

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## 1. Aims

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Meldreth Primary School plans to increase the accessibility provision for all pupils, staff and visitors to the school. Our accessibility plan contains the following actions:

- **Developing access to the physical environment of the school** adding specialist facilities as necessary. This includes improvements to the physical environment of the school and physical aids to access education.
- **Increasing access for disabled pupils to the school curriculum** for pupils with a disability, expanding the curriculum where necessary to ensure that all pupils are equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits.
- **Improving the delivery of written information to disabled pupils** staff, parents/carers and visitors with disabilities.

Attached are our action plans, relating to these key aspects of accessibility. These plans are reviewed on an annual basis. New plans will be drawn up every three years.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

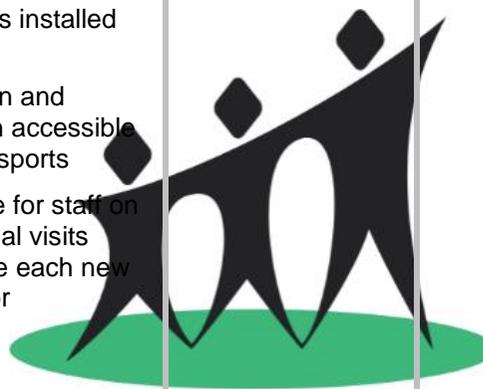
Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions 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, the provision of an auxiliary aid or adjustments to premises.

**3. Action plan** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

**Developing access to the physical environment of the school**

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives /Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Information is shared with all agencies involved with child.</p> <p>We provide information in simple language, PEC symbols and large print for pupils or parents/carers who may have difficulty with standard form of</p>	<p><b>To create access plans for individual disabled pupils as part of the IEP process when required.</b></p> <p>Increase confidence of all staff in differentiating the curriculum.</p> <p>Ensure software is installed where needed</p> <p>Gather information and secure training on accessible PE and disability sports</p> <p>Develop guidance for staff on making educational visits accessible Ensure each new venue is vetted for appropriateness</p>	<p>SENCO</p>	<p>On-going and as required</p>	<p>Increased effectiveness in meeting pupils' needs.</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Effective communication of pupil needs</p>



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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Accessible toilet and changing facilities</li> <li>• High visual contrast</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p>		<p>On-going and as required</p>	<p>Building design meets the needs of all pupils.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Raise awareness of need to reduce background noise and seat children or site equipment appropriately.</p> <p>Training for staff with relevance to individual pupils needs.</p>	<p>SENCO</p>	<p>On-going and as required</p>	<p>Increased effectiveness in meeting pupils' needs.</p> <p>Improved auditory and visual access in teaching spaces.</p>
<p>Ensure all pupils can be safely evacuated</p>	<p>Where required our school uses Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p>		<p>Key Stage Team Leaders</p>	<p>On-going and as required</p>	<p>Safe independent egress for all pupils, visitors and staff</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Resources Committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- [Equality information and objectives \(public sector equality duty\) statement for publication](#)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions who cannot attend school policy



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## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Minimum width 83cm through doorways	Monitor to ensure clear access at all times	Headteacher	On-going
Parking bays	One accessible parking bay sited close to school entrance	Monitor to ensure clear access at all times	Headteacher	On-going
Reception area	Ramped access via double doors Emergency door release buttons at accessible height	Additional door to be opened were necessary Monitor to ensure clear access at all times	Office Staff	On-going and as required



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Entrances	KS1 library door ramp Hawk classroom ramp Front entrance & playground front exit ramps	No ramp to main kitchen door – access only via kitchen back door  Ongoing maintenance of ramps in inclement weather and edge highlighting	Caretaker	On-going
Other Ramps	Between lower and upper playground Outdoor classroom	Ensure edge highlighting is maintained  Ongoing maintenance of ramps in inclement weather	Caretaker	On-going and as required
Toilets	One accessible toilet and changing room	Electric changing bed to be serviced where necessary	Headteacher	As required
Emergency escape routes	Routes clearly highlighted	Monitor to ensure clear access at all times	Caretaker	On-going
Pre school room	Emergency door release buttons at accessible height	Monitor to ensure clear access at all times	Headteacher	On-going