

Accessibility Plan 2023 – 2026



Melbury Primary school is required to have an accessibility plan under the Equality Act 2010;

Purpose of the Plan

The purpose of this plan is to show how we at Melbury Primary School intends, over time;

- to increase the accessibility of our school for disabled pupils.
- to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their needs.
- to improve the availability of accessible information

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

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.

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 governing board and the head teacher.



Action Plan

Aim	Current Good practice	Objectives	Actions	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>Ensure all pupils are able to effectively access learning through adaptive teaching.</p> <p>Provide resources that meet the needs of pupils</p>	<p>Monitor planning, differentiation and resources through termly learning walks and book looks</p> <p>Review the use of technology. Continue to work with OTs & Physio's to ensure suitable equipment is in place</p>	<p>Phase leaders/ Curriculum Lead/ Class teachers</p> <p>SENDCO/Class teachers/TAs</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All pupils make progress</p> <p>Observe the use of technology in lessons.</p> <p>All pupils receive the resource they require.</p>
	<p>Curriculum progress tracked for all pupils, including those with a disability.</p>	<p>Ensure all pupils make expected progress</p>	<p>Data analysis to include pupils identified on the SEND register</p> <p>Provide support to pupils that are not making expected progress through inclusion in targeted interventions</p>	<p>Headteacher/ Classteacher</p>	<p>Termly</p>	<p>Expected progress to be made by all pupils</p>
	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>All pupils to reach their potential.</p>	<p>To use B-Squared for children working significantly below in years 1 – 6.</p>	<p>SENDCO/ Assessment Lead</p>	<p>July 23</p>	<p>Pupils to achieve targets set.</p>

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Corridor width • Disabled parking bay • Disabled toilets and hygiene suite with changing facilities • Raised beds in school garden and allotment 	To ensure the whole site is accessible to pupils, staff and visitors	Termly review of site to be carried out and any actions identified	School Business Manager, Head teacher and Chair of Governors	Termly	Identify and resolve issues impacting on ability to access the physical environment The school building grounds are accessed by children and adults of all ages, abilities and disabilities Anyone using a wheelchair or with a pushchair can access the school building and grounds
Improve the delivery of written information to pupils	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton signs and symbols when required • Use of technology 	To ensure that information can be accessed by all children and adults regardless of age, ability and/or disability.	Make sure signs around school are clear. Audit the use of and training needs for the effective use of Makaton signs and symbols	Caretaker/ School Business Manager/ SENDCO	Ongoing	Use of Makaton signing for pupils with communication difficulties

Links with other policies

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

- Risk assessments
- Health and safety policy
- Special Educational Needs and Disability (SEND) policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- First Aid Policy

