



Accessibility Plan

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

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. Mersham Primary School and its staff and wider stakeholders are committed to equality and inclusion. This is evident in our school ethos and values. Our classrooms are welcoming spaces for all and adaptations are made, where required to meet the needs of all pupils. Our school community includes children from diverse backgrounds, religions, learning abilities and needs. All children have a right to learn and are given access to a wide range of opportunities. Personalised learning, both academic and pastoral, are utilised to meet the needs of our learners. Staff are well trained in delivering Quality First Teaching to all pupils and possess a wide range of expertise and skills in adapting the curriculum to meet children's varying needs. The Mainstream Core Standards underpin all practice and there is a firm appreciation of the adaptations that can be made to support children's learning. We pride ourselves on creating a positive and respectful environment where all children feel safe and appreciate the importance of relationships in making children feel included, including relationships with parents, carers and wider families.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

We have included a range of stakeholders in the development of this accessibility plan.

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 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

OBJECTIVE	ACTIONS	SUCCESS CRITERIA	IMPLEMENTATION HOW? HOW MUCH? RESOURCES REQUIRED?	PERSON RESPONSIBLE	TIMESCALE/ DEADLINE	MONITORING ARRANGEMENTS
To ensure that all staff, visitors and pupils can navigate the school site safely and independently.	Ensure all passageways, corridors and exits in school are kept clear at all times to allow access.	Identified pupils will be able to move freely throughout the school.	All staff in all areas to ensure clear passage. Site Manager to oversee external areas.	All	Ongoing	Ongoing - regular check (See/Say/Sort)
To ensure that staff feel confident in planning to meet the needs of current pupils with disabilities.	Healthcare plans to be written where appropriate. Organise training for teachers, where required, on adapting the curriculum to meet the needs of pupils with physical disabilities, visual disabilities and hearing disabilities. Ensure that parents meet with the Pastoral Team and SENCo to gather information on the child's needs and plan relevant training for staff.	Teachers are able to meet the needs of pupils with disabilities, with regards to curriculum access.	External support from STLS, when required.	SENCo	Ongoing/ when need arises	SENCo to regularly review Healthcare plans and adjust when necessary.
To ensure that all out-of-school activities are planned to enable access and participation of the whole range of pupils.	Review activity centres for residential trips. Offer clubs after school that the pupils can access. Liaise with the local swimming pool to ensure they have the resources available to support all our pupils accessing the lessons when they are due.	All out-of- school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Pupils are able to access clubs they wish to join	SLT to check provision made by activities centres. School to provide support for pupils with additional needs to attend clubs.	SLT	Ongoing	SENCO and SLT to ensure all clubs are accessible, particularly those delivered by outside providers.

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To use symbol software to support learners with reading/writing difficulties.	Widget symbols and support to be used for specific pupils.	Pupils will make progress in areas where IT is used as a resource for support.	Widgit software licence	All	Annual renewal	SLT/SENCo/ subject leaders to monitor use and effectiveness.
To support parents in accessing/ completing written documentation.	Ensure that information to parents and application forms are written in clear and concise language. Office staff to support in reading/ completing letters and forms. Translated versions of school publications are made available to families where English is not the home language.	All parents will be able to access written documentation	Translation software	Office staff	Ongoing, when required	SLT to ensure that parents are able to access information, application forms etc.
To raise disability awareness to the school and whole community.	Work with external groups to raise awareness amongst staff and pupils on living with disabilities. Assemblies and PSHE lessons promote awareness of SEND	Whole school community is aware of issues relating to equality and disability.	Inclusion Team to arrange visits to school of people with disabilities to raise awareness amongst pupils	SENCo and PSHE Lead	2025/2026	Gain pupil voice feedback after visits

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary (e.g. a new pupil starts with a specific disability that needs wider education and training). It will be reviewed by the Headteacher and approved by the governing body.

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
- SEND policy
- Supporting pupils with medical conditions policy