



Merriott Primary School

Accessibility Plan

Reviewed by: Mrs. M McLelland, SENDCO on 07.11.24

Next review date: November 2027

Ratification

Date of ratification	18th November 2024
Headteacher	Mrs. Lois Bowery
Chair Local Governing Committee	Mr. Craig Pearce, Acting Chair

1. At Merriott Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
2. **Purpose of the plan:** This plan shows how Merriott Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents / carers and visitors. Schools are required to produce and publish an accessibility plan as part of their commitment from the Equality Act 2010.
3. **Definition of disability according to the Equality Act 2010:** A person has a disability if he / she has a physical or mental impairment that has a substantial and long-term adverse effect on his / her ability to carry out normal day to day activities.
4. **School aims and values:** As a school we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This is reflected in our vision strapline 'Learning and Growing Together'. We believe that 'Learning and Growing Together' captures what we are all striving for at Merriott Primary School. It is a focus for our aims (published on our website) and demonstrates our commitment to equality of access to a broad, balanced curriculum for all.
5. **We aim to:**
 - a. Increase access to the curriculum for pupils with a disability. This includes teaching and learning and the wider community of the school such as participation in after-school clubs, leisure and cultural activities and school visits.
 - b. Improve and maintain access to the physical environment. This includes improvements to the physical environment of the school and physical aids to access education.
 - c. Improve the delivery of information to pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of the pupil's disabilities, the pupils and parents preferred formats and be made available within a reasonable time frame.
6. **Development of the plan:** The plan will be shared via our school website and will be monitored on a termly basis by the SENDCo in conjunction with the Head Teacher and Governors. Where appropriate supporting partnerships will help develop and implement the plan, for example liaison with the local authority, Crewkerne & Ilminster Schools Partnership (CISP) or Quantock Education Trust (QET). Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENDCo, Headteacher and Local Governors.
7. **Complaint's procedures:** Should there be any complaints or concerns regarding this plan these should be addressed initially to the Head Teacher if informal or for formal complaints via the agreed complaints procedure which is available via the school website.

Annex:

A: Accessibility Plan

Accessibility Plan Annex A

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AIM	TARGET	STRATEGIES (short, medium & long term)	OUTCOMES	TIME FRAMES	GOALS
Increasing the extent to which disabled pupils can participate in the school curriculum	Curriculum resources are adapted to meet the needs of individuals including those with visual/auditory disabilities In the form of: • Internal signage • Large print resources • Pictorial or symbolic representations • Widgit Online	Ensure classroom staff have specific training to support all pupils effectively including those with a disability. Where children have specific needs; staff are offered training in this area. SENDCo and Foundation stage leader liaise with Pre-school during spring term and school entry plan meetings identify training requirements of staff	<i>Staff training needs identifies out of appraisal process (Teacher and support staff)</i> Staff to access appropriate training including CPD Online learning modules if required. SENDCo and Headteacher both involved in School Entry meetings at the start of the Summer term and these are reviewed during the autumn term including training requirements. Identify and organise training for staff ahead of pupils with additional needs starting Golden class.		Raised staff confidence in strategies for adaptation and increased pupil participation. Children with additional needs met. All staff aware of individual's needs
	Ensure all staff are aware of disabled children's curriculum access.	All About Me Pupil Passports and APDR are shared with all staff working with specific children	On-going evaluation of appropriate access plans for disabled pupils if needed. Educational visits preparations	On-going	All children to have access to curriculum (including PE) and be able to excel. Wider use of SEND resources

		Individualised timetables are used where appropriate. All activities are open to all pupils including educational visits.	include risk assessments questions for children with a disability as appropriate.		in classrooms to ensure expected and accelerated learning.
	Use ICT software to support learning.	Individualised software and apps implemented that have been recommended by outside agencies.	Individualised software and apps are being used to support learning and communication.	On-going and as required	Wider use of ICT based SEND resources used successfully to support curriculum learning in classrooms. All children making expected progress.
Improving the physical environment of the school to increase access to education by disabled pupils	Ensure safe use of steps and stairs within the school environment	Marking on external steps with white strips. Clear marking on internal steps with white / silver strips.	Re-paint markings to ensure they are clearly visible. Regular premise check to ensure steps are clearly visible.		Safe use of steps and stairs within the school maintained for all staff, pupils, parents and visitors
	To ensure staff and children are confident that they can exit the building quickly and safely.	Personal Emergency Evacuation Plans are put in place where required and monitored and reviewed through regular fire drills Fire escapes accessible and monitored daily. Clear signage meeting requirements has been	Regular monitoring (recorded) to ensure on-going effectiveness. Ensure all visitors are made aware of procedures		Maintain excellent record of safety and confidence in both staff, children and visitors when performing exits from the building

		recently audited by local approved contractor.			
	To ensure that all children have equal access to every learning opportunity within our learning environment	Most of our classroom spaces and shared spaces are accessible. We have a number of resources for pupils with additional needs.	Ensure current needs for individual children are taken into consideration and resources appropriate.		Evidence of developed areas of access which have taken into consideration that all children must have equal access to every learning opportunity within our learning environment.
	To ensure that all children have equal access to every learning opportunity within our learning environment	PE provision support linked to physical support needs. Sports Coordinator evaluates after school provision to ensure all children have opportunities to participate. Access to English, Maths and the wider curriculum supported by appropriate resources.	Explore PE activities which are inclusive to all (i.e. curling, boccia and archery) and competition opportunities target underrepresented groups including pupils with a disability. Explore IPad/ICT for additional methods of support for the visually and audibly impaired user. PDM Planning meetings for topics considers pupils with additional needs		All children have equal access to every learning opportunity within our learning environment
Improving the delivery of information to disabled pupils and parents	To ensure that parents have as much up to date information as possible within an accessible format	Regular information given via the newsletter to save overloading parents with information. This emailed to parents and paper copies received if parents prefer this option	Continue to develop the website to ensure accessible to all. Reviewed termly by governor. Continue to deliver the newsletters on a fortnightly basis and evaluate yearly content is clear and in an accessible format. Continue to support parents		A website that is accessible to all and has relevant information. Newsletters issued on a fortnightly basis Parents feeling supported through office advice and hands-on help

		Website provides information to parents about how to support their child Where applicable, parents are supported in accessing information.	through office advice and hands-on help		Improved alternative methods of communication with parents in place
Other Ongoing targets	Ensure all staff have access to relevant medical information to support their work with pupils.	Data sheets are collected annually and include information about allergies and medical conditions. A register of medical conditions and allergies is available in the office and updated annually or classes have a copy in their class purple folders. All staff in the classroom are made aware of it.	Ensure that all adults working, or visiting the school are aware of the implications of any allergy/ medical issues. Collect updated information from parents annually and keep in file in office. .		Improved Communication with children, parents.
	Policy Reviews to consider accessibility issues. Staff and Governors to be involved.		Policy Reviews to consider accessibility issues. Staff and Governors to be involved in reviews.		Policies reflect inclusive practice and policy
	Furniture purchases to consider whether they meet all pupils including those with a disability.		Future furniture purchasing including desk and chairs to consider pupils with disability.		More of the resources are accessible for all pupils.