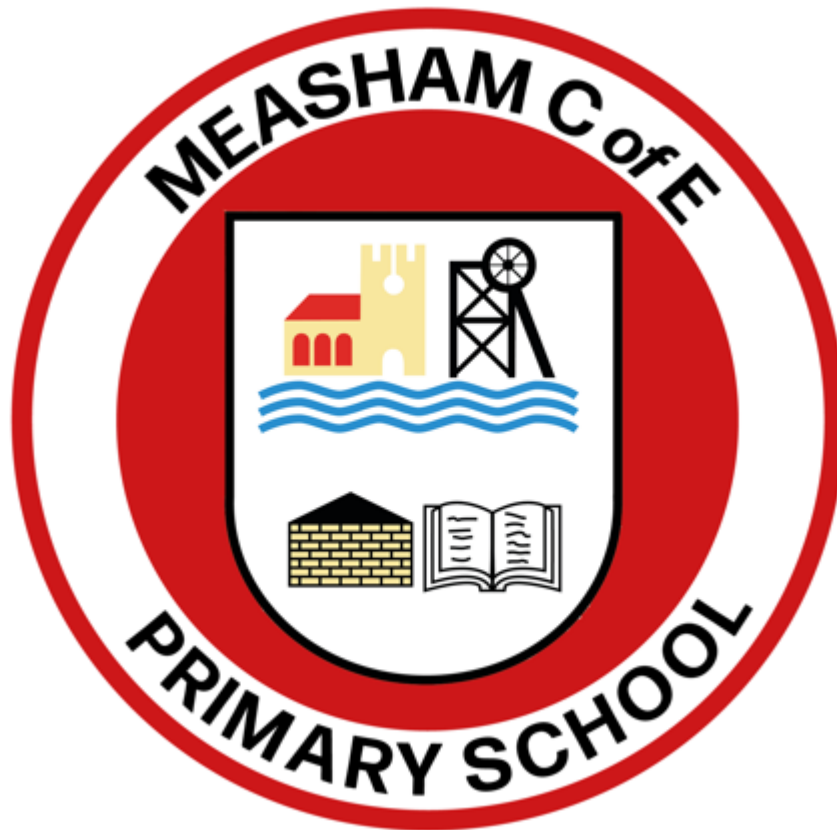


Measham C of E Primary School

Accessibility Plan 2026 – 2029



Our Vision

"Love your neighbour as yourself." Mark 12:31

Enabling children to flourish and succeed

Where happy children flourish

A school where our Christian ethos provides the foundation for all we do. A school where every child makes strong progress, enjoys learning and where outcomes continue to improve.

Context

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This Accessibility Plan ensures that Measham C of E Primary School continues to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by the school.

This plan incorporates the school's plans to further improve access to education for disabled pupils. It also aims to meet the needs of disabled staff, parents and visitors.

Measham C of E Primary School is part of the Rise Multi-Academy Trust.

Definition (Equality Act 2010)

"A person has 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."

- Physical or mental impairment includes sensory impairments and also hidden impairments.
- In the Equality Act 2010, 'substantial' means 'more than minor or trivial'.
- 'Long-term' means has lasted or is likely to last more than 12 months.

In relation to pupils at Measham C of E Primary School, this could include children with a wide range of impairments, including (but not limited to):

- Learning disabilities
- Autistic Spectrum Disorder (ASD)
- Speech and language impairments
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Diabetes
- Epilepsy
- Cancer
- Multiple Sclerosis
- Mobility issues caused by physical impairment

A child is disabled to the extent that their condition impairs normal day-to-day activity. This may be evident in the following areas:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Provision

Measham C of E Primary School is an inclusive school and we will make all reasonable and practicable provision for anyone with a disability so that they are enabled to access our facilities, activities and events.

Provision for disability is of two kinds:

a) The specific, particular and bespoke plans we make to meet the needs of an individual person with a disability, whether pupil, staff or visitor.

In this case, we will always consult closely with the disabled person and/or their carers when planning access adjustments to meet specific needs. We will seek the advice of specialists if appropriate. Plans will be regularly reviewed and adjusted if necessary to reflect a changing situation, changing need or the identification of a better way of doing things. The views of the disabled person and/or their carers will always be a significant part of this review process. We will always contribute effectively to any wider review of provision initiated by other agencies.

b) Generic provision addressing a broad spectrum of disability.

In this case, we will ensure that the standing arrangements in school, as they relate to school procedures and the physical environment, are as disability-friendly as possible.

Provision for pupil disability is closely matched to particular individual needs and may include:

- Appropriate 1:1 adult support
- Provision of specialist training to staff supporting a pupil with a disability
- Adjustments to the curriculum or to teaching methods to enable best possible access
- Provision of specialist equipment
- Incorporation of specialist equipment into the classroom environment
- Design and implementation of bespoke support systems matching need (e.g. behaviour and social support for pupils with ASD or ADHD)
- Adjustments in the school day
- Use of communication aids such as visual timetables, PECS, Widgit symbols and Makaton
- Access to ELSA (Emotional Literacy Support Assistant) sessions and nurture provision
- Access to a calm space and sensory breaks to support regulation

Provision for disabled staff or visitors is enabled following the same principles. Meaningful consultation and effective review are central. In improving the physical environment to be disability-friendly, we consider:

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment and floor coverings
- Improvements to and provision of toilets, washing and changing facilities
- The layout of the playground and other common areas
- The provision of particular furniture and equipment to improve access

Strategy

As part of the school's commitment to equality and inclusion, the following approach has been adopted:

- To carry out an annual audit of the accessibility of the school's physical environment to allow the free movement of disabled pupils, staff and visitors around the school. The school will do everything possible within its budgeted resources to provide accessible facilities. Risk assessments will identify interim issues.
- To review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- The school recognises the importance of developing a culture in which all staff conform to the spirit as well as the letter of the Equality Act 2010. Staff are supported by the SENCo (Becky Winfield), external advisors and through regular review meetings with parents to evaluate the effectiveness of reasonable adjustments. The school will provide disability awareness training as part of its staff development programme.
- The Governors will review disability, inclusion, health and safety, SEND and any other relevant policies as appropriate.
- This plan will be reviewed annually by Governors.
- School documentation complies with dyslexia-friendly fonts and formats. Parents have been notified that text-based resources can be provided in alternative formats (e.g. coloured paper, large print) upon request.
- This plan will be published on the school website and all parents and the community will be notified of its existence and have the opportunity to access a copy online or request a paper version through school.

General Targets

Action	Success Criteria	Lead Person	Timescale	Review
Collaborate with relevant personnel to agree actions to support those in the school community with a disability in line with Equality Act 2010 duties.	Joint meetings arranged and attended where relevant. Actions documented and followed up.	TO / AIS	Ongoing	Annually
Establish a working party involving parents, governors and pupil voice to develop involvement of those with disabilities within the school community.	Working party established. Views of parents, governors and school council gathered and acted upon.	TO / AIS / Governors	By Summer 2027	Annually
Undertake audit of school policies and procedures to establish baseline of present level of disability accessibility and inclusion.	Audit undertaken and areas for review identified. Policies updated as needed.	TO / AIS	Annual rolling programme	Termly review of relevant policies
Increase access to the curriculum for all pupils including those with SEND and disabilities.	Curriculum approaches and provision discussed with subject leaders. Adaptive teaching embedded across all classes.	All Staff	Annual review	Throughout curriculum reviews
Agree and formalise systematic procedures to collect views of pupils with a disability, their parents and advocates regarding reasonable adjustments.	Questionnaire or structured feedback process in place. Views inform provision planning.	AIS / TO	As need arises	Annually
Agree and formalise processes	Impact discussed with class teachers.	TO / Governors	Summer term report	Annually

for evaluating the impact of reasonable adjustments on pupils with a disability and report annually to governors.	Report provided to governors.		to Governors	
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Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for all staff on adaptive teaching and differentiating the curriculum to meet the needs of pupils with SEND and disabilities.	Undertake an audit of staff training requirements. Deliver targeted CPD including Emotion Coaching for LSAs and adaptive teaching strategies.	All staff are confident in meeting the needs of pupils with disabilities and SEND with regard to accessing the curriculum.	Ongoing from Autumn 2026	Increased confidence and consistency in adaptive teaching across the school.
All out-of-school activities are planned to ensure the participation of all pupils including those with disabilities.	Review all out-of-school provision including trips, residential and clubs to ensure compliance with Equality Act 2010.	All out-of-school activities conducted in an inclusive environment with providers that comply with legislative requirements.	Review as needed for each activity.	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement preferred layout of furniture, equipment and resources in each classroom to support access and independence.	Lessons begin without the need to make last-minute adjustments. Environments support all learners.	Ongoing review linked to pupil and staff need.	Increased access to the curriculum and improved independence for pupils with SEND.
Communication strategies are used consistently to support pupils with complex needs.	Embed the use of visual timetables, PECS, Widgit symbols and other communication tools across all classrooms.	Pupils with communication needs are supported consistently across the school day.	By Summer 2027	Improved access to learning for pupils with communication and interaction needs.
Pupils with complex needs access a curriculum matched to their developmental and learning ability.	Embed the Cherry Gardens framework and ensure staff are trained to plan appropriately for pupils working below age-related expectations.	All pupils with complex needs access meaningful, appropriately pitched learning.	By Summer 2027	Curriculum access improved for pupils with the most complex needs.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Written information is available in alternative formats when required.	The school will ensure awareness of services available for converting information into alternative formats (e.g. large print, Braille, coloured overlays, translated materials).	The school is able to provide information in different formats to meet individual needs.	Ongoing	Delivery of information to pupils and families with disabilities improved.
School publications, newsletters and website content are accessible to all.	Ensure the school website meets accessibility standards. Use dyslexia-friendly fonts and formatting in newsletters and key documents. Notify parents of availability of alternative formats via Arbor and newsletters.	All school information accessible to all parents, carers and community members.	By Autumn 2026 and ongoing	School communication is inclusive and accessible.
Review documentation to ensure accessibility for pupils with visual impairment where applicable.	Seek advice from the Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials when needed.	All school information available in appropriate formats for pupils and families with visual impairments.	When necessary	Delivery of information to pupils and parents with visual difficulties improved.
Raise awareness among all staff of the disabilities represented in school and the strategies needed to support learning and working.	Arrange training and CPD as appropriate. Include disability awareness in staff induction. Conduct annual review of pupil needs and staff understanding.	Awareness of the needs of pupils and staff with disabilities is raised across the whole school.	Induction and annual review	The school is more effective in meeting the needs of all pupils and staff.

Improving the Physical Access

Target	Strategy	Outcome	Timeframe	Achievement
Ensure the school site remains fully accessible for pupils, staff and visitors with physical disabilities.	Conduct an annual accessibility audit of the school site. Address any barriers identified promptly.	The school site is accessible and welcoming for all.	Annual audit	Physical access maintained and improved.
Ensure all emergency escape routes are clearly signed and accessible.	Review signage annually. Ensure emergency evacuation procedures account for individuals with disabilities. Develop Personal Emergency Evacuation Plans (PEEPs) where needed.	All individuals can evacuate the building safely in an emergency.	Annual review	Evacuation procedures are inclusive.
Explore the installation of visual fire alarms to supplement existing auditory alarms.	Investigate options and costs for visual fire alarm systems in key areas of the school.	Visual alarms installed in key areas to support individuals with hearing impairments.	By 2028 (subject to budget)	Improved emergency communication for individuals with hearing impairments.
Maintain accessible car parking provision.	Ensure the designated disabled parking bay is clearly marked, maintained and kept free from obstruction.	Disabled parking is available and accessible at all times.	Ongoing	Parking provision maintained.
Ensure corridors and communal areas remain accessible.	All corridors to be kept tidy and free from obstructions. Furniture placement reviewed to ensure wheelchair access.	Free movement around the school for all individuals.	Ongoing	Corridors and communal areas remain accessible.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and will provide a projected plan for the period ahead of the next review date. This plan reflects statutory requirements for the setting of Equality Objectives.

Access Audit

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete
Number of storeys	The school is a single-storey building.	Continue to monitor equal access for all users of the school site.	AIS / Governors	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be kept tidy and free from obstructions at all times.	All school staff	Ongoing
Signage	Consistent signage is in place around the school.	Continue to monitor. Consider additional visual signage where needed.	AIS / SS	Ongoing
Fire alarms	Currently auditory alarm system in place.	Investigate and plan for the installation of visual fire alarms in key areas of the school.	SS / AIS	By 2028
Doors	Doors are accessible for people standing and using a wheelchair.	When doors are replaced, ensure they meet accessibility standards.	SS / AIS	Ongoing
Emergency escape routes	Labels clearly displayed throughout school.	Continue to ensure signs are maintained and visible. Develop PEEPs where required.	SS / AIS	Ongoing
Accessible toilet	Accessible toilet facilities are available in the Early Years area.	Review whether additional accessible toilet provision is needed in other areas of the school.	SS / AIS	Review by 2027
Car parking	One designated disabled parking bay is available.	Ensure the bay is clearly marked and maintained.	SS	Ongoing
Outdoor areas	Playground and outdoor learning areas.	Review accessibility of outdoor areas to ensure inclusive access for all pupils.	SS / AIS / TO	Annual review

Key Personnel

Headteacher: Ashley Izzard-Snape (AIS)

SENCo: Tyson Oliver (TO)

Premises Officer: Shaun Spencer (SS)

Review

This Accessibility Plan was approved by the Local Governing Body on: [Date]

It will be reviewed annually or sooner if required.

Next review date: [Date]

Signed: _____ (Chair of Governors)

Date: _____