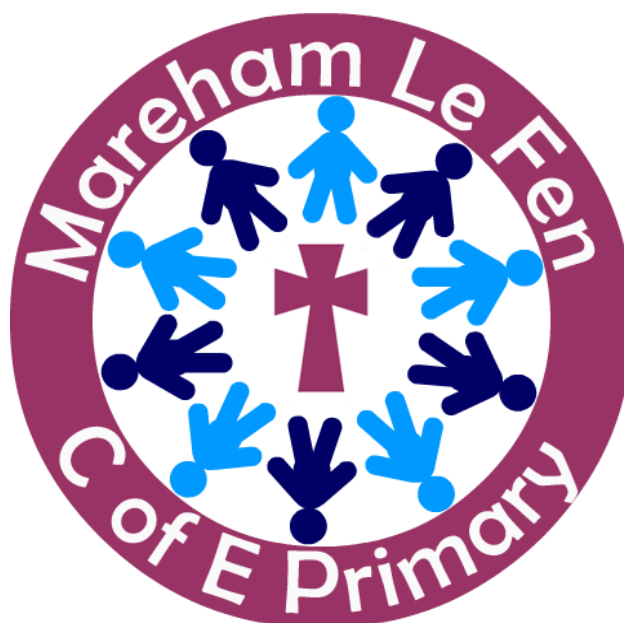


Accessibility Plan

Mareham Le Fen CE Primary School



Approved by: Full Governing Body **Date:** 24/04/2024

Last reviewed on:

Next review due by: Spring Term 2027

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1. Aims

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

At Mareham Le Fen CE Primary School we strive to:

- ensure disabled pupils participate in the whole school curriculum,
- improve access to the physical environment so that disabled pupils, staff, parents and visitors can take advantage of the facilities available,
- ensure that delivery of information does not disadvantage disabled pupils, staff, parents and visitors.

We aim to be a fully inclusive school community. The staff, parents, carers and pupils are all members of a team working co-operatively to make learning exciting and positive for all of us.

We do not and will not discriminate in any way against any pupil seeking admission. Once pupils are at the school, our aim is to provide the best possible learning experiences for all: this includes giving necessary support to individuals or groups of pupils who require something extra to meet their needs. We want all pupils to have full access not only to the taught curriculum, but also to out of school enrichment activities. All pupils are encouraged to participate in the wide range of clubs and sports on offer.

We will:

- ensure that all staff are fully aware of the obligation to provide an inclusive curriculum.
- consult parents, pupils and other agencies about the school priorities for increasing access to the curriculum
- monitor planning and classroom practice in order to evaluate consistent practice.
- access the relevant support services as the need arises for more specialised formats for information (eg Braille).

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	STRATEGIES	OUTCOME	TIME FRAME	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> To increase awareness of staff of different types of SEN/disabilities and the best way to support their needs SENCO to monitor all SEND children's needs and ensure they have the correct equipment to access learning in all areas of the school. 	<ul style="list-style-type: none"> All children with accessibility needs and SEND are accessing the curriculum The graduated approach highlights specific needs and supports children through their education and time at school. 	Ongoing	SENCO
To identify barriers to access to the curriculum	<ul style="list-style-type: none"> Audit curriculum content Audit curriculum materials and resources Consider access in planning 	<ul style="list-style-type: none"> All staff identify and address barriers in the curriculum materials Ongoing resources, approaches and planning 	April 25	Staff SENCO Head Teacher
To ensure that the physical access to the school is maintained	<ul style="list-style-type: none"> Identify the barriers to physical access Consider whether maintenance is required Determine any adjustments that may be needed 	<ul style="list-style-type: none"> Improved access for all 	Ongoing	Head Teacher

AIM	STRATEGIES	OUTCOME	TIME FRAME	PERSON RESPONSIBLE
<p>Review existing building and areas to audit access for pupils or parents in wheelchairs.</p>	<ul style="list-style-type: none"> • A practical review of access is carried out to identify any areas for improvement. 	<ul style="list-style-type: none"> • An annotated plan defines areas where additional amendments could be made. • This will result in improved access for all groups to school's facilities. 	<p>January 25</p>	<p>Business Manager Head Teacher</p>
<p>Audit the classroom environment and organization to ensure that pupils on the Autistic spectrum are able to access and work in all areas</p>	<ul style="list-style-type: none"> • Specific approaches and strategies are identified and put in place for ASD pupils, to support their learning. 	<ul style="list-style-type: none"> • Pupils with ASD will have greater levels of well-being and support, leading to increased concentration and progress. 	<p>July 25</p>	<p>SENCO</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 reviewed by the governing body.

5. Links with other policies

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

- Risk assessment policy
- 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