

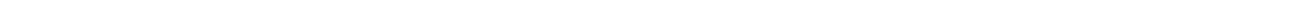
Metheringham Primary School

Accessibility Plan

May 2025

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

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.

We are an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favorably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage.

We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act.

The purpose of this plan is to show how Metheringham Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures.

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.

The school supports any available partnerships to develop and implement the plan.

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, including headteacher, pupil voice, governors, SENDCO, teaching staff, parents and teaching assistants.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of 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.

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY |
|---|--|---|--|---------------------------------|-----------------------------|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Procedures for identification and support for pupils has been reviewed and audited • Detailed information on SEN is shared with staff on OneDrive-access for all • Termly whole school pupil progress meetings are carried out and information is shared with SENDCO, class teacher and headteacher. • Close working partnership with external agencies. <p>-Visual timetables and resources used to support IEP targets.</p> | <p>To increase awareness of staff of different types of SEN/disabilities and the best way to support their needs.</p> | <p>Regular training cycle</p> | <p>SENDCO</p> | <p>Ongoing</p> |
| | | <p>Review adaptations to the curriculum and monitor implementation and impact of this.</p> | <p>Staff to use and show awareness of adaptations identified. Classroom drop in/book looks to monitor adaptations to the curriculum.</p> | <p>Curriculum Leader/SENDCO</p> | <p>May 2026</p> |
| | | <p>Increase the use of small step tracking of SEN and monitor the impact of this.</p> | <p>Small step tracking routinely used and pupils show progress</p> | <p>Assessment Leader/SENDCO</p> | <p>May 2026</p> |
| | | <p>Monitor engagement in after school clubs for children with SEND</p> | <p>Monitoring and report</p> | <p>AHT-Clubs Leader</p> | <p>July 2026</p> |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY |
|--|--|--|--|---|-----------------------------|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets with shower and changing facilities • Sensory impairments considered when planning and undertaking future improvements and refurbishments • Reduced furniture in classrooms if more space is needed to move around • Resources are accessible for all | <p>Maintaining access to the physical environment of the school.</p> | <p>Health and safety walks take access into consideration and points raised are addressed.</p> | <p>Health and Safety Governor/Headteacher</p> | <p>Ongoing</p> |

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|--|--|--|--|--|---|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Overlays • Website <p>Review meetings, parent's evenings and meetings with external agencies as required.</p> <p>The school has an open door policy and parents can contact the school anytime if they feel they need advice or additional information.</p> <p>It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.</p> | <p>Termly SENDCO/Headteacher meetings to share information are planned in.</p> <p>SENDCO and SEND Governor to have termly meetings to discuss priorities, actions and targets</p> <p>Feedback policy will be reviewed to consider feedback for pupils with differing needs</p> | <p>Meetings take place and actions/priorities discussed for each term.</p> <p>Termly meetings planned for and feedback takes place to SLT and Governors</p> <p>Policy reviewed and shared with staff</p> | <p>Headteacher/SENDCO</p> <p>SEND Governor/SENDCO</p> <p>Assessment Leader</p> | <p>Termly</p> <p>Ongoing</p> <p>July 2026</p> |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY |
|--|--|--|---|-----------------------------|-----------------------------|
| <p>To remove barriers to learning and participation for children with cancer by implementing personalised, flexible, and sensitive strategies that promote physical, emotional, and academic well-being.</p> | <ul style="list-style-type: none"> • Regular communication between the school, family, and medical professionals to monitor health status and adapt provision accordingly. • Implementation of a flexible timetable, including rest periods and part-time attendance if needed. • Use of technology to support learning at home or in hospital (e.g., remote learning platforms, video calls with classmates). • Emotional and pastoral support through a designated adult or key worker. • Ensuring accessibility to all areas of the school and providing alternative arrangements where needed (e.g., quiet spaces, ground floor access, medical support). | <p>To develop and implement an Individual Healthcare Plan (IHP) and/or Education, Health and Care Plan (EHCP) where appropriate, outlining the medical, emotional, and educational support required for the child with cancer to participate fully in school life.</p> | <p>Healthcare plans to be established, reviewed and monitored</p> | <p>SENDCO/Governors/SLT</p> | <p>July 2026</p> |

Identifying barrier to access:

Section 1: How does your school deliver the curriculum

| | Yes | No |
|---|-----|----|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | X | |
| Are your classrooms optimally organised for disabled pupils? | X | |
| Do lessons provide opportunities for all pupils to achieve? | X | |
| Are lessons responsive to pupil diversity? | X | |
| Do lessons involve work to be done by individuals, pairs, groups and whole class? | X | |
| Are all pupils encouraged to take part in music, drama and physical activity? | X | |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | X | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | X | |
| Do you provide access to computer technology appropriate for students with disabilities? | X | |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | X | |
| Are there high expectations of all pupils? | X | |

| | | |
|---|---|--|
| Do staff seek to remove all barriers to learning and participation? | X | |
| | | |

Section 2: Is your school designed to meet the needs of all pupils?

| | Yes | No |
|--|-----|----|
| Does the size and layout of areas allow access for all pupils? | X | |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access? | X | |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | X | |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability? | X | |
| Are non-visual guides used to assist people to use buildings including lifts and tactile buttons? | X | |
| Could any signage be considered to be confusing or disorientating for disabled pupils with visual impairments, autism or epilepsy? | X | |
| Are areas well lit? | X | |
| Are steps made to reduce background noise for hearing impaired pupils? | X | |

Section 3: How does your school deliver materials in other formats?

| | Yes | No |
|--|-----|----|
| Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have | X | |

| | | |
|--|---|--|
| difficulty with standard forms of printed information? | | |
| Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities? | x | |
| Do you have the facilities such as ICT to produce written information in different formats? | X | |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | X | |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

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 statement for publication
- Special educational needs (SEN) information report
- Medical policy
- Curriculum policy
- • Inclusion Policy
- • Behaviour Management Policy
- • School Improvement Plan
- • Asset Management Plan
- • Teaching and Learning Policy
- • Educational Visits Policy