



MEREVALLEY FEDERATION

ACCESSIBILITY PLAN

Date	Author(s)	Notes on Revision/s	Authorised by (date)
July 2020	Iain Mortimer	Policy adopted from the Key	02/09/20
July 2021	Iain Mortimer and Tracy Hurwood	Updated to add consistency across the federation	H. White 28/9/21
September 2024	Rachel Bennett & Tracy Hurwood	Policy review. Amendments made to reflect Merebrook site.	H. White 27.9.2024
<p>Policy Review: Every 3 years</p> <p>Level required for ratification: Executive Headteacher</p>			

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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.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the staff and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 an auxiliary aid or adjustments to premises.



3. Action plan for Emerson Valley

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

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p>			
	<p>Our teaching and resources are differentiated to ensure that all pupils have access to learning at their ability level.</p>	<p>SENDCo and Assistant SENDCo to monitor the provision maps and individual target plans.</p>	<p>SENDco</p>	<p>Half termly</p>
	<p>Assessment data is tracked every term for all pupils and pupils with SEND are monitored within this.</p>	<p>The Assessment Leader to monitor the termly data to check for the children within the SEND group.</p>	<p>Assistant Headteacher</p>	<p>Termly</p>
	<p>Some pupils with SEND have individual target plans that are specifically tailored to their need and ensure continued development. Others progress is tracked on the school's provision map.</p>	<p>Senior Leaders and the Curriculum Leaders to monitor the children's learning throughout the year to ensure differentiation and progression.</p>	<p>Senior Leaders and Curriculum Leaders</p>	<p>Termly</p>
	<p>Interventions are based on data, targets and specialist intervention reports. These are tracked on the school's provision map.</p> <p>Staff are given continuous professional development regarding developing children with SEND.</p>	<p>Teachers and support staff will be given training and support on how to best support children with SEND.</p>	<p>Senior Leaders</p> <p>Assistant Headteacher</p>	<p>Half termly</p> <p>Annually</p>

	We use specialist resources to ensure access to the curriculum e.g. a feedback loop in the sound system.	The I.T. manager and curriculum leader will continue to maintain and source resources to support specific access to the curriculum.	and Curriculum leader	
Improve and maintain access to the physical environment	<p>The ramp into school is maintained and access to all parts of the school building is wheelchair friendly.</p> <p>Ensure the access around the school facilities is accessible.</p> <p>An extension to the current intercom and buzzer system will be installed lower down outside the reception to enable people who can't reach the handle a method of contacting staff inside.</p>	Site manager to continue visual inspections in addition to the health and safety inspections undertaken with governors.	Site manager Governors	<p>Weekly visual inspection</p> <p>Annually recorded health and safety walk.</p>
Improve the delivery of information to pupils with a disability	All written information will be provided in other formats as necessary e.g. large print or coloured paper.	Administration staff and teachers to ensure that when requested or needed, information is delivered in the appropriate manner to suit the need.	Administration staff and teachers.	When necessary
Improve access to the curriculum for children with hearing impairments.	<p>Children with hearing impairments will be supported based on their needs. This will be coordinated with the sensory impairment team.</p> <p>Some of the adaptations may include: sitting nearer speakers, having visuals where necessary, the use of a specialist communication system for example a microphone that all staff working with the child wear when they are addressing the class or the child.</p>	SENCO and class teachers to take on board the recommendations of the sensory impairment team.	SENDCo	When necessary
Improving access to the curriculum for children with a visual impairment	<p>Children with visual impairments will be supported based on their needs. This will be coordinated with the sensory impairment team.</p> <p>The adaptations could include sitting closer to the</p>	SENCO and class teachers to take on board the recommendations of the sensory impairment team.	SENDCo	When necessary

	board, technological adaptations including mirrored screens and larger print.			
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4. Action plan for Merebrook

Aim	Current good practice /	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Our teaching and resources are differentiated to ensure that all pupils have access to learning at their ability level.</p> <p>Assessment data is tracked every term for all pupils and pupils with SEND are monitored within this.</p> <p>Some pupils with SEND have individual target plans that are specifically tailored to their need and ensure continued development. Others progress is tracked on the school's provision map.</p> <p>Interventions are based on data, targets and specialist intervention reports. These are tracked on the school's provision map.</p> <p>Staff are given continuous professional development regarding developing children with SEND.</p> <p>We use specialist resources to ensure access to the curriculum e.g. a feedback loop in the sound system.</p>	<p>SENDco monitors the provision maps and individual target plans.</p> <p>Senior Leaders monitor the termly data to check for the children within the SEND group.</p> <p>Senior Leaders and the Curriculum Leaders to monitor the children's learning throughout the year to ensure differentiation and progression.</p> <p>Teachers and support staff will be given training and support on how to best support children with SEND.</p> <p>The I.T support team and curriculum leader will continue to maintain and source resources to support specific access to the curriculum.</p>	<p>SENDco</p> <p>Head of School</p> <p>Senior Leaders and Curriculum Leaders</p> <p>Senior Leaders</p> <p>Head of school and Curriculum leader</p>	<p>Half termly</p> <p>Termly</p> <p>Termly</p> <p>Half termly</p> <p>Annually</p>
<p>Improve and maintain access to</p>	<p>The ramp into school is maintained and access to all parts of the school building which is wheelchair</p>	<p>Site manager to continue visual inspections in addition to the health and safety inspections</p>	<p>Site manager</p>	<p>Weekly visual</p>

the physical environment	friendly. Ensure the access around the school facilities is accessible.	undertaken with governors.	Governors	inspection Annually recorded health and safety walk.
Improve the delivery of information to pupils with a disability	All written information will be provided in other formats as necessary e.g. large print or coloured paper.	Administration staff and teachers to ensure that when requested or needed, information is delivered in the appropriate manner to suit the need.	Administration staff and teachers.	When necessary



Appendix 1: Accessibility audit for Emerson Valley

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	The school building is one story tall.	None.		
Corridor access	There is one long corridor with rooms off each side.	The corridor area is to be kept clear and accessible at all times. Visual inspections to check on safety daily.	All staff	Daily
Lifts	Not applicable			
Parking bays	22 (on school premises)	Visual inspections are to be carried out annually on the premises parking. The council owned parking in front of the school has been referred back to the council.	Site manager	Annually
Entrances	The school has 3 main entrances	The entrances to be kept clear at all times.	All staff.	Daily
Ramps	The school has 1 ramp at the	Visual inspections are to take place to ensure the ramp	Site manager	Daily

	front of the school leading down from the road.	and handrail are safe.		
Toilets	The school has 11 toilet rooms.	Toilets are to be cleaned daily or more frequently if the need arises.	Site manager and cleaners	Daily
Reception area	The school has 1 reception area	The reception area is to be kept clear and accessible at all times. Visual inspections to check on safety daily.	Site manager	
Internal signage	Multiple	The signs must be clearly visible and cleaned when necessary. They must be updated in line with legislation and with any changes.	Site manager and Senior Leaders	As the need arises
Emergency escape routes	Multiple	The emergency escape routes must be clearly signed with the escape plan displayed in each room.	Site manager	Review termly

Appendix 2: Accessibility audit for Merebrook

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	The school building is one storey tall.	None.		
Corridor access	There is one long central corridor throughout the school with open plan access to classrooms.	The corridor area is to be kept clear and accessible at all times. Visual inspections to check on safety daily.	All staff	Daily
Lifts	Not applicable			
Parking bays	16 (on school premises) spaces and 2 disabled bays	Visual inspections are to be carried out annually on the premises parking.	Site manager	Annually
Entrances	The school has 2 main entrances	The entrances to be kept clear at all times.	All staff.	Daily
Ramps	The school has level access at every entrance.	Visual inspections are to take place to check on safety daily.	Site manager	Daily
Toilets	The school has 5 toilet rooms.	Toilets are to be cleaned daily or more frequently if the need arises.	Site manager and cleaners	Daily

Reception area	The school has 1 reception area	The reception area is to be kept clear and accessible at all times. Visual inspections to check on safety daily.	Site manager	
Internal signage	Multiple	The signs must be clearly visible and cleaned when necessary. They must be updated in line with legislation and with any changes.	Site manager and Senior Leaders	As the need arises
Emergency escape routes	Multiple	The emergency escape routes must be clearly signed with the escape plan displayed in each room.	Site manager	Review termly