



Measham CE Primary School

Accessibility Plan

Next review January 2023

We are a caring Christian community and we believe that every member of the school should feel valued, respected and be treated fairly.

Our vision is:

'To be a school where happy children flourish.'

Our vision and values are at the heart of the school and shows our commitment to supporting children and families and promoting excellent teaching and learning. We are proud to serve the whole community and it is our aim that through working together, we shape the children and the adults within it, to live fully and **'Love your neighbour as yourself' Mark 12:31**. Loving your neighbour as yourself is something we all want to do.

We are an inclusive school, where everyone has a valuable contribution to make to our school community. Our School Values, based on Christian principles are embedded and reflected in all that we do. These values have been chosen by the school community as a set of moral standards we should understand and try to 'live'.

Statement of intent

This plan outlines the proposals of the governing board of Measham CE Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.



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- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.



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Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Issue	What	Who	When	Outcome	Review
Management does not know if the school's physical environment is accessible	Audit of physical environment	Headteacher	Spring 2020	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2020
Toilets are not accessible	Handrails installed	Premises Officer	Summer 2020	Access to toilets is increased	Autumn 2020

Planning duty 2: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Issue	What	Who	When	Outcome	Review
Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Summer 2020	Staff members have the skills to support children with SEND	Autumn 2020
School trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2020	Planning of school trips takes into account pupils with SEND	Summer 2020



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Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Issue	What	Who	When	Outcome	Review
Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO	Spring 2020	School is aware of accessibility gaps to its information delivery procedures	Summer 2020