



'The one who gets wisdom loves life.' Proverbs 19:8

ACCESSIBILITY PLAN

Date:	May 2025	Review Date:	May 2028
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RATIONALE

The aim of this plan is to increase the extent to which all our children can participate in our school's inclusive curriculum and ensure that all members of our school community can access facilities and the wider provision. 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 aim to provide a warm, stimulating and welcoming environment which gives a secure foundation for all children to succeed and develop a love of learning.

We are committed, as far as possible, to the removal of barriers for disabled children and providing full access to school life. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education 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 an auxiliary aid or adjustments to premises.

SCHOOL BACKGROUND

Charlton Mackrell Church of England Primary School and preschool is a small, rural primary school for children between the ages of two and eleven, most of whom live in the village and surrounding area.

The school is predominantly housed in a Victorian school building. Modifications over time have improved site access for all users.

SCHOOL ORGANISATION

The school's policies and practices pay regard of the needs of all children. These include:

All policies and procedures of Charlton Mackrell Church of England Primary School and Preschool take into account the Ethos, Vision and Safeguarding statements which can be found on the School website.

SEN Policy

This is reviewed annually and identifies clearly how children with Special Educational Needs are supported within the school.

Child Protection and Safeguarding Policies

The safety of our children is paramount and all safeguarding policies are in place in order to support the needs of all our children.

Behaviour and Anti-Bullying

The Behaviour and Anti-Bullying policies and procedures are reviewed annually. Responses from regular questionnaires completed by both parents and children indicate that bullying is not perceived to be a major concern within the school.

Learning and Teaching

All teachers ensure planning is differentiated to meet the needs of all children. The SENCO works alongside class teachers in developing support plans for children with specific needs. These are monitored and reviewed regularly to ensure needs are being met and that progress is being made in children's learning.

Any necessary modifications to the learning environment will be brought to the attention of the Headteacher and due regard is made to these within planning.

First Aid & Medicines Policy

The school has a First Aid & Medicines policy which identifies procedures agreed by all staff. This is reviewed regularly. At the present time there are several children with medical needs and teaching and non-teaching staff have been given first-aid and specialist training.

School Trips and the Wider Experiences

All children are encouraged to become involved in school trips, clubs and other activities, both in and out of school hours. Due regard is made to additional resources and support should they be necessary for individuals or groups of children. No child will be excluded from additional activities. Individual risk assessments will be completed where necessary.

Health and safety policy

Equality information and objectives

Supporting pupils with medical conditions policy.

CONSULTATION

This plan has taken into consideration the views of the school community. The plan will be reviewed every three years by the Governing Body, but may be reviewed and updated more frequently if necessary.

The Plan will be accessible to all members of the school community from the school website and the school office and every effort will be made to ensure it is available in different formats to meet individual needs.

Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

ACTION PLAN 2025 - 2026

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	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	Prevent echo and excessive noise in older parts of school building	Sound clouds to be secured in The Brymer Room	Headteacher and SENCO	First phase August 2025	Classroom ready for September 2025

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	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Curriculum resources include examples of diverse people and needs.</p>					
Increase access to the school building.		Management knows that access to parts of the older building particularly doorways are inaccessible to wheelchair users	Building surveyors Ramps are needed between corridors and rooms. Doorways are narrow. Audit of physical environment	HT COG Buildings committee	Autumn 2025 School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2026 Actions prioritised and improvements planned in, in consultation with SCC
		Not all toilets are accessible	Handrails to be installed	AA and Site caretaker	Autumn 2025	Spring 2026 Access to toilets is improved

MANAGEMENT AND CO-ORDINATION

The Headteacher and SEN Governor will take the lead in ensuring effective management of the policy.

The Headteacher, with support from the Governing Body, will, wherever possible, ensure any physical modifications required are implemented.

The Headteacher/ SENCO will ensure any curriculum modifications required are discussed with teaching and non-teaching staff and included in curriculum policies.

An immediate review will be undertaken should the school be aware of children or adults requiring specific modifications to the school environment or to access the curriculum.

We cannot pre-empt the specific requirements or needs that pupils with physical disabilities may have in the future. The school will ensure that reasonable adjustments (to provide for any identified requirements) will be made to ensure children with disabilities are fully included within the school. The school is also aware of the necessity to meet the needs of all visitors to the school site.

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