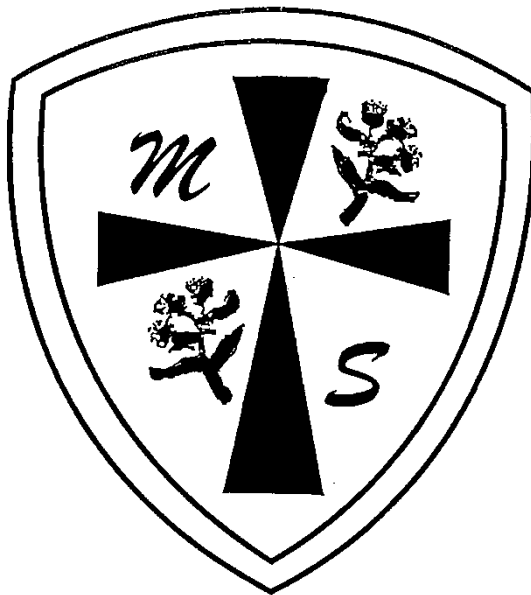




Marcham CE Primary School



School Accessibility Policy and Plan

Date Agreed with Governing Body: 24th February 2026

Date of next review: February 2029

Signed..... Chair of Committee/ Governors

Signed..... Headteacher



Marcham CE school - Accessibility policy and plan

Overview

At Marcham CE Primary School, our aim and purpose is summed up in our mission statement: "to achieve excellence in education in a safe, caring collaborative community where Christian values are integral and learning is fun". We are a caring and happy school that encourages everyone, both children and staff, to give their best. Our school vision encompasses this *"Living and Learning with Faith, Community and Hope"*. As a Church school we are genuinely inclusive, treating all children as individuals, and we recognise the huge benefits to all children of working in an environment that encourages diversity of all kinds

This policy and plan is drawn up in accordance with the planning duty required of schools under the Equality Act 2010 in order to prevent discrimination against People with disabilities in their access to education. The [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2014, states that schools must publish an accessibility plan to set out how this will be done. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the the availability and delivery to pupils with disabilities of information which is readily accessible to pupils who are not disabled. This should take account of views expressed by the pupils or parents about their preferred means of communication.

The Policy

1. Definition of disability

Disability is defined within The Equality Act 2010 as follows:

"A person has a disability 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. "

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, HIV and cancer.

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'.

We understand that these definitions are different from the eligibility for special educational needs provision and means that pupils with disabilities may or may not have special educational needs.

As a school we make 'reasonable adjustments' for pupils with disabilities, as required under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-pupils with disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises. There will be times when pupils with disabilities may be treated more favourably in an educational offer, so that they are able to benefit to the same extent as pupils without disabilities. This takes into account varied life experiences and needs.

2. The aims of the policy and plan

The school welcomes its duties under the Equality Act (2010) and the subsequent Specific Duties Regulations (2011). In line with our own Equality policy, we are committed to the three principles underpinning this legislation in relation to people with disabilities, which are to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations



Our Accessibility Plan, therefore, will

- Reduce and eliminate barriers to access to the curriculum to enable full and successful participation as part of the school community
- Ensure that the needs of staff and pupils with disabilities are met within the school environment, as far as is reasonably possible.
- Be intolerant of prejudice and discrimination and promote positive relationships.

It is our intention to consult with all stakeholders (pupils, Parents/carers, visitors) with disabilities to aid in the development of the Plan by taking into account their views which making adjustments.

Articles 12 and 13 UN Convention of the Rights of the Child states:

"Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them."

This will be on-going.

3. Our responsibilities

Marcham CE Primary School has high ambitions for all its pupils; we expect pupils with a disability to participate and achieve in every aspect of school life. As such, we are committed to:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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.

The Plan will be accessible on the school website, and paper copies will be available upon request.

4. Monitoring and evaluation

We aim to monitor the effectiveness of this policy through:

- The school's annual self-evaluation;
- Regularly reviewing the policy by staff and governors as part of the cycle for policy review (every 2 years);
- Reviewing the financial implications of the Accessibility Plan as part of the normal budget review process;
- Regular recording of and reviewing of any discriminatory incidences and the reporting of these, by the headteacher, to the Governing Body;
- Monitoring the impact of other school documents (such as the Behaviour and Suspension policy and attendance monitoring) on pupils, ensuring specified groups of pupils are not unfairly treated, and comparing their performance with that of other pupils;
- Monitoring and evaluating the progress of pupils in a number of ways, including by specific minority grouping criteria, and comparing their progress with that of other pupils;



- Regularly reviewing the staff appointment process and procedures to ensure that unfair or illegal discrimination at Marcham School does not take place.

This policy should be read in conjunction with:

- Admissions policy
- Behaviour policy
- Dignity at Work policy
- Equalities policy
- Health and Safety documentation (including Risk Assessments and PEEPs)
- Learning and Teaching policy
- Safeguarding and Child protection policy
- SEND policy and information
- Supporting pupils with medical needs policy
- Suspension policy

Appendices

Appendix A: Current Accessibility plan



Appendix A

Marcham CE Primary School Accessibility Plan February 2026 - 2029

Objective 1: To Increase the extent to which pupils with disabilities can access the school curriculum.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school’s work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at Marcham CE Primary School strive to plan and deliver effective lessons. Teachers’ planning and implementation of the curriculum is adapted to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

It is the role of the SENCo and HT to line manage and deploy Teaching Assistants. The SENCo coordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENCO also coordinates advice given by outside agencies and ensure its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes.

Target	Actions	Timescale	Responsibility	Success Criteria
To identify all pupils who may need additional or different provision	Liaise with nursery providers and parents about needs of children in Reception intake	Annually	SENCo Reception Class teacher and team	Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition.
To increase skills and confidence of all staff in adaptive teaching	Ensure appropriate induction takes place for new staff and ECTs that identifies training needs	As required	SENDCo and SLT	Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support learning
	One to one appraisals for all staff to discuss CPD	Three times a year	Headteacher	Increased pupil participation in learning



- To identify trends in attainment and progress across the school - To narrow any gap in attainment between specific groups and their peers	- Attainment data to be analysed x 3 a year to identify gaps and trends in progress - Action planning identified through the Pupil Progress Meetings	Three times a year	SLT	For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way. For actions to be planned and evaluated for impact where gaps have been found.
To promote positive attitudes to disability	- PHSE curriculum - Collective worship - Cross curricular work	Ongoing	All Staff	For children to have respect and an understanding for all disabilities. For children to understand how life is the same and different for somebody with a disability.

Aim 2: To improve access to the physical environment At Marcham CE Primary School we have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Where necessary we will seek further advice from Occupational Therapists or other health professionals. All of the school is fully accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.				
Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that the physical environment remains attractive and engaging for all	- The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements - Consideration may include; improved access, lighting, colour schemes, accessible facilities and fittings	On going	Head Teacher SENCo	To ensure that the school meets its statutory responsibilities and meets the needs of all staff, pupils and visitors to the school.



To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are fully catered for and supported	- To create access plans for individual disabilities as required - Be aware of staff, governors’ and parents’ access needs and meet as appropriate - Induction process for new staff. - Admission forms for new children	As required	Headteacher SENCo	The access needs of children, staff and the wider school community are met.
To ensure that pupils with medical needs are fully supported and additional needs are met	- Supporting Pupils with Medical Needs policy reviewed annually - To create care plans to support the medical needs of children with additional medical needs - Health professionals to train staff working with pupils with medical needs eg Epipen and Asthma - All teaching staff to have First Aid training - Ensure that school procedures are updated to include any changes to the policy - Updates and information to be shared with staff at staff and TA meetings	Annually	SENCo	All necessary staff receive the training
All pupils with mobility issues can be safely evacuated	All personal emergency plans (PEEPs) are in place and up to date, and that staff are aware	Annually	Head Teacher SENDCo SBM	All fire drills are successful and children are evacuated efficiently.
To consider wider physical environment in which teaching and learning takes place	Ensure that physical access is suitable in all residential settings and educational visits	As required	Educational Visits Co-ordinator	For due consideration to be given to appropriate physical access to different buildings that school may access.



To ensure all educational visits to be accessible to all	Through risk assessment and planning ensure that pre-visits take place to check appropriateness of access	As required	Educational Visits Co-ordinator	Detailed risk assessments with reference to accessibility ensure accessibility for all on all school visits.
To ensure informed decisions are made regarding accessibility	- For Health and Safety audits to be carried out with additional consideration of accessibility - For Governing Body to be aware of the Disability Discrimination Act 1995 and ensure the school environment is accessible to all	Annually	Head Teacher Governors	For future Health and Safety audits to inform future Accessibility Policy and Plans.

Aim 3: To improve communication between school, pupils and parents/carers

We share information with pupils who face barriers to learning in a variety of ways, such as; face to face discussion, simplified and modified language, symbols on work, pictorial explanation of work.

We engage parents by sharing information with parents in ways including letters and newsletters, school website and Class Dojo.

In planning to make written information better available for staff, pupils and parents/carers with disabilities, we need to establish the current level of need and be able to respond to changes in the range of need.

Target	Actions	Timescale	Responsibility	Success Criteria
For all pupils, parents and staff to feel confident to fully disclose information with regard to their disabilities	- To assure pupils, staff and parents of confidentiality when disclosing information - To ensure all disclosures about disabilities are handled sensitively through school policies and procedures and via the curriculum	Ongoing	Head Teacher Governors PSHE Leader Class teachers	For children and staff to be sensitive and respectful to other pupils with disabilities.



Pupils: All pupils are fully aware of the definition of disability	- Collective Worship embeds the school values of Love, Respect and Responsibility and School Vision Life in all its fullness for all pupils - The PSHE and wider curriculum ensures that all pupils have the opportunity to consider individuals or groups who present differently to themselves	Ongoing	Head Teacher All teaching staff	For children’s thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.
Parents: To engage more parents in school life	- Parents to be invited to open mornings and specific parent assemblies - SEND workshops (e.g. SWIFT course) - When required, engage with the school for Early Help Assessment (EHA)	Ongoing	Head Teacher Complex Needs team	The school is accessible to parents/ carers. Hard to reach parents are encouraged to engage in school life and access specific support offered.
Parents: To improve accessibility of communications in forms other than writing	- Identify parents with difficulties with written and spoken communication via the school office and parent meetings - Communicate findings with teachers and ensure that phone conversations takes place or face to face conversations re: home learning and letters - Identify a key worker for these parents who they can ask about any school events or details	Ongoing	SBM Office staff. All teachers	To identify parents with additional needs and ensure that they are engaging fully with their child’s development and wider life within the school community.