

Accessibility Plan

Meare Village Primary School



Approved by:	Headteacher	Date: March 2026
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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 as appropriate: pupils, parents, staff and governors of the school.

Our Equal Opportunities Policy reflects our commitment to the concept of inclusion. We provide equal opportunities for all pupils to follow a full national curriculum timetable and to take part in extra-curricular activities and the extended life of the school. The individual needs of all pupils will be met effectively so that they benefit as fully as possible from the education they receive and fulfil their individual potential.

We recognise the individual needs of all pupils and maximise everyone's potential: every teacher shares these responsibilities with the support of their teaching assistants. Barriers to learning are identified and strategies employed to reduce those barriers. Where difficulties are identified, staff undertake specialist training e.g. Dyslexia, Dyspraxia, Autism, ADHD, Hearing and Visual impairment etc.

Specialist learning resources are procured and structural changes undertaken if necessary. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

The school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all of its students to enable all pupils to realise their full potential.

Ethnic minorities represented in the school are very small and multicultural work is therefore essential through curriculum, assemblies, extra-curricular activities and trips and visits.

A well publicised Relational Behaviour Policy has been constructed following both pupil and staff input. It is well understood and boundaries are clear with a system of rewards in place.

The Accessibility Plan will be made available online (<https://www.meareprimary.co.uk/policies.htm>) 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 and is guided by Somerset Local Authority with regard to issues that arise related to Accessibility.

Our school's complaints procedure covers the accessibility plan (<https://www.meareprimary.co.uk/policies.htm>). 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 resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

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 an 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	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> ● We use resources tailored to the needs of pupils who require support to access the curriculum e.g. assistive communication tools, visual resources and IT programmes, as well as individual, group and targeted sessions with teachers and other staff. ● 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 ensure it meets the needs of all pupils ● Pupil timetables are adapted and adjusted to suit the child when needed 	<p>Long Term:</p> <p>To have a range of assistive technologies to overcome barriers to recording for pupils with SEND.</p> <p>Short Term:</p> <p>To trial different apps to identify the best way of working for particular pupils.</p>	<p>Investigate resources to enable pupils that struggle to record their ideas to become more independent.</p> <p>Investigate Clicker8 or similar as a means of enabling recording in English / other curriculum subjects.</p>	<p>PS (SENCO)</p> <p>Teaching Team</p>	December 2026	<p>We have a range of IT programmes to use to aid independence across the curriculum for those learners that struggle to record their own ideas themselves - use of Chromebooks; Clicker8; online learning programmes such as Nessy, Dynamo Maths, TT Rockstars.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is assessed with regard to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled toilets ● Yellow strips for VI pupils ● Special seating arrangements in class / dinner hall ● External agency support (PIMS, SPOT) 	<p>Long Term</p> <p>The school is accessible for any pupils to attend, no matter what their SEND.</p> <p>Short Term</p> <p>Change how we refer to the toilet located near to Pyxis class (unisex toilet rather than disabled toilet)</p>	<p>Staff to refer to the toilet as the 'unisex toilet'</p>	<p>PS (SENCO)</p>	<p>Sep 2026</p>	<p>The toilet is used by specific children to support with toileting, changing or because they prefer not to use a single sex loo.</p>

<p>Improve the delivery of information to pupils with a speech and language issue.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Different coloured paper / overlays ● Online books ● Induction loops (when needed) ● Pictorial or symbolic representations ● Simple sign language ● Use of specific apps on the iPads 	<p>Long Term</p> <p>Staff are trained in STC and this strategy is used throughout the school.</p>	<p>SENCO to investigate STC training costs in terms of time and money.</p>	<p>PS (SENCO)</p> <p>Head Teacher</p>	<p>Summer 2026</p>	<p>Cost of the STC training has been discussed and a plan is in place to either train staff, or have a different plan to aid communication and language across the school.</p>
		<p>Short Term</p> <p>Ensure signage is suitable for nonreaders, is clear and well situated.</p>	<p>SENCO to audit school in terms of signage and remedy where it is unclear / unable to be easily identified by non-readers.</p>	<p>PS (SENCO)</p>	<p>Summer 2026</p>	<p>All signage is easy to interpret and non-readers are able to organise themselves around the school independently.</p>
		<p>Sign up to Language Link to assess pupils for speech and language needs</p>	<p>SENCO / SEN TA to assess pupils as necessary and carry out intervention groups where a need is identified.</p>	<p>PS (SENCO)</p>	<p>Autumn 2026</p>	<p>Pupils with S&L needs have been identified and interventions are in place and monitored.</p>
		<p>Organise observation of The Mendip School (a school that specialises in communication needs) for specific members of staff as a CPD activity.</p>	<p>SENCO to liaise with The Mendip School to arrange a visit.</p>	<p>PS (SENCO)</p>	<p>Spring 2026</p>	<p>TA who supports a child with communication and interaction needs has visited The Mendip School and has shared findings with class team.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure teachers and classroom support staff have specific training on disability issues.	Our school staff have a range of experience and expertise in many different areas of SEND. Children with SEND are well supported with specific members of staff being chosen to support certain pupils, depending on skillset.	Through staff meetings & training update on specific learning difficulties such as reading difficulties, ASD, ADHD and any other physical / medical conditions that arise over the year.	Sign all school staff up to ADHD training provided by Somerset EP service. Ensure that all school staff have had training in ASC. Ensure that specific staff have had training in SCERTS and Team Teach Update staff team re: reading strategies.	PS (SENCO) PS (SENCO) PS (SENCO) HT KN (English Lead)	Summer Term 2026	Support staff are even more aware and supportive of pupils needs Pupils well supported in lessons and interventions. Ongoing as required.

4. Monitoring arrangements

This document will be reviewed every 2 years to take into account the changing needs of the school and its pupils but may be reviewed and updated more frequently if necessary. The plan is also reviewed where the school has undergone a refurbishment. It will be approved by the Head Teacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality opportunities policy
- Special educational needs (SEN) information report
- Special education need policy
- Supporting pupils with medical conditions policy
- Behaviour policy