

Michaelchurch Escley Primary and Pre School



Accessibility Policy

Date Reviewed:	February 2026
Reviewed by:	Deputy SENDCo
Policy to be reviewed by:	February 2027

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The purpose and direction of the school's plan: vision and values

At Michaelchurch Escley Primary and Pre School we aim to provide the best possible education for all our children. All children, whatever their additional learning needs, have the right to enjoy every opportunity to fulfil their potential both at school and in the world at large.

Michaelchurch Escley Primary and Pre School is dedicated to this statement and will work with children, their families and professionals from education, health and social services to provide an education which is inclusive to all.

Every child has equal opportunities to learn, regardless of his/her additional learning need, and will be supported in order to prevent disaffection or failure in our school. We will endeavour to identify any need as early as possible and take measures to support the child. We will be both open and flexible in our support when it is needed. We will seek advice and support from outside agencies as soon as we feel it is necessary.

Parents, and those with parental responsibility, have the major role in the care and education of their child. We will be open and seek to consult parents on all issues concerning their child. No intervention beyond normal classroom practice, will take place without the endorsement of parents.

Above all, Michaelchurch Escley Primary and Pre School will use its resources and high levels of professionalism among the staff to enable every child to progress and succeed.

The school has set the following priorities for the development of the vision and values that inform the plan:

- full involvement of parents and those with parental responsibility in the education of their child.
- a team approach to each child's needs ensuring a successful education for all children.

Information from pupil data and school audit

We currently meet the needs of all the children on the school's roll.

Currently the main office and Headteacher's office and preschool are accessible to all. We are able to offer a disabled toilet, wide doorways and accessible parking. Due to the age of the main building (built 1939), Acorns (Reception, Yr1 & 2) and Sapling (Yr 3 & 4) classrooms do not currently have

level access. Oak class (Yr 5 & 6) is located upstairs in the main building and there is currently no lift available. All pupils are positively encouraged to take an active part in all school life, including off-site and residential visits.

Increasing the extent to which disabled pupils can participate in the school curriculum

We currently:

- Have a school building which is predominantly laid on one level, with disabled toilets, wide doors, and accessible parking. Access to Acorn (Reception, Yr 1 & 2) and Sapling classes (Yr 3 & 4) includes one step in each instance. Oak (Yr 5 & 6) class is located upstairs in the main building, there is currently no lift available.
- Our school grounds are safe and secure with wide pathways and easy access to all areas, including; school garden and Spinney Forest School area. Although our site is sloped there is easy, safe access right around the school site and on to our playing fields. The carpark has a tarmacked area with designated Disabled parking bay and level access on to the school site.
- Have extensive outdoor education opportunities, with the Spinney Forest School area, school garden and extensive grounds.
- Interactive whiteboards are widely used to enhance the curriculum for all pupils. Our classrooms are fitted with LCD interactive screens replacing a system of interactive whiteboards and projectors. As these screens are back lit, they are much clearer for all children to read and coloured filters can be applied to backgrounds to support children with specific visual impairments.
- We have experienced teaching assistants who have all received training to support pupils throughout the school. These TAs not only work alongside the class teachers but also support individual provision and run specialist programmes with pupils (see SEN Policy). Their work is always supported by firstly the class teacher, but also by the expertise from external agencies and specialists.
- In addition, this work is continued outside the classroom with trained Teaching Assistants encouraging and supporting play and social relationships during playtimes and lunchtimes.
- Teachers plan all lessons to include all pupils with scaffolded activities, we pride ourselves on 'Quality First' teaching, however some pupils may require additional support through intervention groups.
- All children who have a disability and/or an additional learning need are identified on the SEN register and have an Individual Education Programme (IEP) where appropriate intervention programmes are implemented. IEPs are shared with parents on a termly basis.
- Pupils are placed in classes with their peer groups, in most circumstances, unless the child's specific learning needs can be met better in a class of children one year above or below their peers in one or all subjects. These decisions are never taken lightly and only occur when the child's best interest requires it and the parents are in full support of the decision. This flexibility is in place for all pupils, not just those with a disability or additional learning need.
- Staff have received training (2025) on creating classrooms with low sensory environments to avoid over stimulation for children with SEN. Displays are kept as simple as possible with a hessian background and black border. Walls around the Interactive Whiteboards are kept poster free so that distractions are kept to a minimum.
- The SENCO strives to ensure full inclusion of all pupils within the school and will facilitate this with the involvement of all parties – pupil, parents, class teacher, support assistants and external agencies.
- The school timetables for specific areas of the school are drawn up with the needs of all pupils taken into account.
- Through our PSHE programme, alongside school council work and assemblies, the school ensures all pupils are aware of disability in others and we foster a nurturing family approach

throughout the school. Pupils will often be seen supporting their peers and show tolerance and understanding of difference between individuals.

- Because we strive to be a fully inclusive school on all levels (physically, educationally and socially), we have high expectations of all our pupils whether they have a disability or not.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Changes to the physical environment

- Furniture in classrooms and other areas is used and shared flexibly to ensure children's changing needs in different situations continue to be met. For example, There may be a need for a child to have a standing desk to meet their need for more movement. Existing resources have been rearranged to make wider clear pathways through the school to help facilitate the safe movement of all staff and children.
- New LCD interactive screens have been fitted, replacing the interactive screen and projector system. This new system is much clearer for all students to view, including those with visual impairments.
- The First Aid and medication station has been moved in order to offer children who are unwell or receiving additional medical support to be attended to in greater comfort and privacy.

We currently do not have a need to make major changes to the physical environment of the school. This may need to be reassessed if other pupils or staff with a disability joins our school. In the event of a staff member, child or parent with mobility difficulties joining our school community, our first priority would be to create ramped access to Saplings class through the external door and Acorn class through their internal door to the office area. These changes would make the entire ground floor level of the school accessible to all.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information for disabled pupils – All work is provided in the format which is accessible to the pupil. Improving the delivery of information – expert advice is sought from the relevant services and specialist equipment is provided by the services also. Resources are adapted and reconsidered until the pupil has the appropriate equipment for his/her needs.

Making it happen - Management

The governing body takes responsibility for the school accessibility plan and will oversee any changes to the physical environment if needed in the future alongside planning for the funding of or access to available grants for these changes;

This plan will be reviewed annually or sooner if circumstances and pupil or staff changes necessitate it.

Making it happen – Co-ordination

The Headteacher and SEN Co-ordinator will have an overview of all relevant policies, which will be adopted by the governing body, including the SEN Policy and the Health and Safety Policy.

The school makes its accessibility plan available in the following ways:

- The plan is kept alongside all other school policies and is available for parents if requested
- The plan is available in written format or as a word document from the school
- The plan can be viewed via the schools website.

- The plan has been written in non-specialist speak to make it accessible to all and will be adapted into large print or Braille if requested (some notice will be needed for different formats).
- The headteacher or SENCo will go through the plan with parents if requested and an appointment made.