



Accessibility Plan

Together, we **CARE!**



"Be kind and loving to each other".

Ephesians 4:32 (ICB)

Mepal & Witcham Primary School
a part of Grace Schools Multi Academy Trust

Date: September 2026	Date to be reviewed: September 2029 Reviewed annually
-----------------------------	---



Contents

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies



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 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 availability of accessible information to pupils with disabilities.

At Mepal & Witcham, our vision is to equip all children with the skills of taking responsibility and having the ability to nurture themselves and future generations to not only excel academically, but excel personally. We strive for our children to care about the world we live in with equal opportunities, social justice and equity at the core. We are rooted in an immersive Christian Ethos that coexists with our philosophy that to succeed in anything, we must CARE.

CARE

Personal Development

C	-	Community
A	-	Appreciation
R	-	Respect
E	-	Empathy

Scholarship

C	-	Courage
A	-	Aspiration
R	-	Resilience
E	-	Excellence

These 8 values are what we believe will equip and support our children to care, which is underpinned by this quote: They will not care what you say until they know that you care!

Our school aims to treat all pupils fairly, with dignity and respect. We are committed to providing an inclusive environment where all pupils can access learning, participate fully in school life and achieve their potential without discrimination.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is committed to ensuring that staff receive appropriate training in equality, inclusion and accessibility, including understanding disability, SEND and the requirement to make reasonable adjustments under the Equality Act 2010.

The school supports any available partnerships to develop and implement the plan, and works closely with DEMAT.



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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, carers, staff and representatives from the Trust where appropriate.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.Action Plan

Improving Access to the Curriculum					
Aim: To ensure all pupils, including those with disabilities, SEND, medical needs and additional vulnerabilities, can access a broad, balanced and ambitious curriculum alongside their peers.					
Current Good Practice <i>Includes established practice and practice under development</i>	Objectives	Actions to be taken	Lead person	Date to complete	Success Criteria
Teaching is adapted to meet the needs of individual pupils. Staff use a graduated approach to support pupils through Assess, Plan, Do, Review cycles. Visual supports, including Widgit symbols and visual timetables, are used where appropriate. Assistive technology and alternative methods of recording are used to support access to learning where necessary. The school works closely with external professionals, families and the Trust to identify and implement reasonable adjustments. Educational visits, residential experiences, clubs and enrichment opportunities are planned to ensure accessibility for all pupils wherever possible.	To further develop inclusive classroom practice across the school. To ensure pupils with disabilities and SEND can access the full curriculum. To improve communication accessibility for pupils and families. To promote participation in enrichment and wider curriculum opportunities.	Provide ongoing staff training in SEND, adaptive teaching and inclusive practice. Continue to develop the use of visual supports and communication-friendly approaches. Ensure reasonable adjustments are considered and implemented where required. Monitor participation in clubs, visits and wider opportunities to identify and remove barriers to inclusion. Review classroom environments to ensure they support a range of learning, communication and sensory needs.	Headteacher SENDco	September 2027 - September 2029 Reviewed annually	Pupils with disabilities and SEND successfully access the full curriculum. Staff demonstrate confidence in meeting a range of learning needs. Communication is accessible to pupils and families. Pupils participate fully in school activities, visits and enrichment opportunities. Pupils make progress from their individual starting points.

Improving the Physical Environment					
Aim: To ensure the physical environment of the school is accessible and enables all pupils, staff, parents and visitors, including those with disabilities, to participate fully in school life.					
Current Good Practice <i>Includes established practice and practice under development</i>	Objectives	Actions to be taken	Lead person	Date to complete	Success Criteria
The school is maintained to provide safe access to teaching and learning areas. Accessibility is considered when undertaking maintenance, refurbishment and improvement works. Risk assessments are completed where required to support individual needs. The school works alongside parents, external professionals and the Trust to identify and implement reasonable adjustments. Accessible toilet facilities are available. Classrooms and learning environments are adapted as required to meet individual needs.	To maintain an accessible physical environment for all users. To improve accessibility for pupils with physical, sensory and medical needs. To ensure learning environments support independence, safety and inclusion. To consider sensory needs when developing learning environments and shared spaces.	Regularly review the accessibility of the school site and prioritise improvements where required. Ensure pathways, entrances and exits remain clear and accessible. Consider accessibility requirements when purchasing equipment or carrying out building improvements. Review classroom layouts to ensure they are accessible and minimise barriers to learning. Develop environments that support sensory regulation and wellbeing where appropriate. Ensure evacuation and emergency procedures meet the needs of all users.	Headteacher Site Manager SENDCo	September 2027 - September 2029 Reviewed annually	Pupils, staff and visitors can access all areas of the school safely. Reasonable adjustments are implemented effectively. Learning environments support a range of physical, sensory and medical needs. Accessibility is routinely considered in site development and maintenance planning. All pupils are able to participate fully in school life alongside their peers.

Improving the Delivery of Information					
Aim: To ensure information is accessible to all pupils, parents, carers, staff and visitors, including those with disabilities, SEND, communication needs or English as an additional language.					
Current Good Practice <i>Includes established practice and practice under development</i>	Objectives	Actions to be taken	Lead person	Date to complete	Success Criteria
The school uses a range of communication methods to share information with pupils and families. Widgit symbols and visual supports are used where appropriate to support understanding. Information can be provided in alternative formats upon request. Staff work closely with families and external agencies to meet individual communication needs. The school website provides key information for parents and carers. Individual pupils are supported through tailored communication strategies where required.	To improve the accessibility of information for pupils, parents, carers and visitors. To further develop communication-friendly approaches across the school. To ensure information is available in formats that meet individual needs. To increase the use of visual communication supports where appropriate.	Continue to develop the use of Widgit symbols and visual supports across the school. Ensure key information can be provided in alternative formats when required. Review school communications to ensure they are clear, accessible and easy to understand. Support families who may require additional communication assistance, including translation or interpretation services where appropriate. Ensure website content and documents are accessible and regularly reviewed. Promote consistent use of visual timetables, symbols and communication aids to support understanding and independence.	Headteacher SENDCo	September 2027 - September 2029 Reviewed annually	Pupils can access information in a format that meets their needs. Parents and carers report that communication from the school is clear and accessible. Increased use of visual supports across the school. Information is available in alternative formats where required. School communications support the inclusion and engagement of all members of the school community.

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions
Number of floors	One floor – all classrooms are fully accessible.	Maintain accessibility through regular site reviews and ensure that all areas remain accessible to pupils, staff and visitors with a range of needs.	Site Assistant & Headteacher	Ongoing
Corridor access	Corridors are wide enough for two-way traffic; obstacles are removed from walls to maximise space.	Ensure corridors remain clear, safe and accessible for all users, including those with mobility equipment, sensory needs or visual impairments.	All Staff	Ongoing
Parking bays	Gravel parking area, mostly used by staff; no marked bays. Zig-zag lines outside school are faded (likely Highways responsibility).	Confirm responsibility for zig-zag line repainting with the Local Authority/Highways. Review accessibility of parking arrangements and consider options for improving access for disabled visitors where appropriate..	Site Assistant & Headteacher	Ongoing, September 2029 Reviewed annually
Entrances	All entrances have double doors and can be opened to full width, allowing easy access.	Maintain accessible entrances through regular inspection and ensure doors, pathways and entry points remain safe and accessible for all users.	Site Assistant & Headteacher	Ongoing, September 2029 Reviewed annually
Ramps	The school is on one level, so ramps are not required for internal access. External entrances are level and accessible.	Continue to review external access routes to ensure surfaces remain safe, accessible and free from obstruction	Site Assistant & Headteacher	Ongoing, September 2029 Reviewed annually
Toilets	One accessible toilet and one accessible hygiene room with hoist and changing facilities.	Maintain accessible toilet and changing facilities through regular checks and servicing of equipment. Ensure facilities continue to meet the needs of pupils, staff and visitors.	Site Assistant & Headteacher	Ongoing, September 2029 Reviewed annually



Reception area	Small space with two sets of double doors; one small chair and table available.	Review the reception environment periodically to ensure it remains welcoming, accessible and suitable for visitors with a range of access needs.	Site Assistant & Headteacher	Ongoing, September 2029 Reviewed annually
Internal signage	Fire routes and emergency exits clearly marked; emergency lighting in working order.	Review signage to ensure it is clear, accessible and inclusive. Continue to develop the use of visual supports, including Widgit symbols, where appropriate.	Headteacher & SENCO	Ongoing, September 2029 Reviewed annually
Emergency escape routes	Clearly marked routes with emergency lighting in working order; exits accessible for all users.	Continue regular fire safety checks and ensure evacuation arrangements remain accessible to all users, including those requiring reasonable adjustments. Review signage and visual supports as required.	Headteacher & Site assistant	Ongoing, September 2029 Reviewed annually



4. Monitoring arrangements

This Accessibility Plan will be monitored annually by the Headteacher and SENDCo and shared with the Trust as part of the school's statutory compliance arrangements.

The plan will be reviewed and updated in response to changes in legislation, guidance, school provision or identified need. A full review will take place every three years.

5. Links with other policies

This document links to the following policies:

- Health and Safety Policy
- Equality Information and Objectives Policy.
- Behaviour Curriculum.
- Staff Code of Conduct.
- Special Education Needs Policy.
- Toileting and Intimate Care Policy.
- Medical Conditions Policy