

East Meon Church of England (Controlled) Primary School

Accessibility Plan



Learning inspired by love, hope and courage.

Approved by Full Governors

Date: 18th March 2026

Reviewed by: Catherine Olver (Headteacher)

Next review due by: March 2028

This plan outlines how East Meon Church of England Primary School aims to improve access to education for children with disabilities.

The definition of disability under the Equality Act 2010 is: 'You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' 'Substantial' is more than minor or trivial and 'long-term' means 12 months or more.

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. The accessibility plan must show how the school is planning strategically to increase access over time. These are the same duties as previously existed under the Disability Discrimination Act 1995 and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The plan will be resourced, implemented, reviewed and revised in consultation with pupils, parents, staff, governors and external partners. It will be reviewed every three years to take into account the changing needs of the school and its children. The plan will also be reviewed if the school undergoes a significant change of any sort.

Aspect	Actions	Timescale	Success Criteria	Monitoring Arrangements
Increasing the extent to which disabled pupils can participate in the curriculum.				
<p>Ensure all staff (teachers and TAs) have the necessary training and resources to teach and support disabled pupils.</p>	<p>Identify on entry disabled pupils and ensure that sufficient staff are trained to support them.</p> <p>Close work with external agencies where required.</p> <p>Time for staff to carry out research into individual conditions.</p> <p>Purchase additional resources where required.</p>	<p>Ongoing assessment.</p>	<p>Teachers are skilled at adapting learning so all children can be successful.</p> <p>All children are accessing the curriculum and achieving their potential.</p> <p>Staff have a good knowledge and understanding of children's individual needs.</p>	<p>Head teacher and SENCo to monitor continually.</p> <p>Pupil Progress Meetings at the end of each term.</p> <p>SEND Governor monitoring activities.</p>
<p>Meet the needs of individuals using access arrangements during statutory assessments.</p>	<p>Staff training around access arrangements.</p> <p>Appropriate supports identified.</p> <p>Applications made for individualised access arrangements where needed.</p>	<p>Annually by April deadline.</p>	<p>All children able to access statutory testing (Phonics, Times Tables Check, KS2 SATS).</p>	<p>Head teacher and SENCo to monitor and oversee statutory testing.</p> <p>SEND Governor monitoring activities.</p>

Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.

<p>Explore where adaptations to the physical environment could further support disabled pupils (for example, more railings for stepped areas, easier opening gates, toilets, etc).</p> <p>Introduce a running track which is wheelchair friendly with clear access paths so all children can access the field.</p>	<p>Work with parents of disabled pupils and SEND governor to identify any current barriers in the physical environment.</p> <p>Explore costings and possible improvements. In particular, railings for the lower steps into the playground.</p> <p>When designing and building running track, ensure this is accessible for wheelchairs.</p>	<p>Railings from playground to Adventure playground to be moved and made safer by the end of the academic year 2025-2026.</p> <p>Railings for the lower steps to the playground by the end of the academic year 2026-2027.</p> <p>Running track by the end of the academic year 2027-2028.</p>	<p>The physical environment will enable disabled children to access all aspects of school life.</p> <p>Railings will be in place on lower steps to improve access to the playground.</p> <p>Running track will be in place to improve access to the field.</p>	<p>Headteacher to oversee plans for physical environment development. SENCo to be involved in plans to ensure these meet pupil needs.</p> <p>SEND Governor monitoring activities.</p>
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Improving the availability of accessible information to those with disabilities.

<p>Develop the use of Makaton across the school.</p>	<p>Train more staff to use Makaton effectively to enable disabled pupils to communicate with more adults.</p>	<p>Look ahead to transition and ensure when those who communicate are moving classes, that new staff are trained ready for the start of the academic year.</p>	<p>All staff working in a class with a child who communicates using Makaton will be trained in this.</p>	<p>Headteacher and SENCo to oversee.</p>
<p>Identify parental access needs so that appropriate plans and</p>	<p>Ask parents during home visits about any access requirements.</p>	<p>During Year R transition each year.</p>	<p>Parents access needs are clearly understood and supported by school leadership.</p>	<p>Headteacher to oversee with support from EYFS staff.</p>

adaptations can be arranged.	When new parents start at the school, headteacher and SENCo to ask about access requirements.			
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Progress towards this plan will be reported to governors annually as part of the equality report from the head teacher.