



**BERLESDUNA**  
ACADEMY TRUST

# MERRYLANDS

## Primary school & Nursery



## Accessibility plan

**Approved by:** Governors January 2021

**Next review due by:** January 2024

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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.

Here at Merrylands Primary School and Nursery, we believe passionately in the importance of recognising every pupil as a unique individual. We nurture the growth of the whole child- academically, socially, emotionally, morally and physically-celebrating all achievement in a safe, caring and creative environment.

We believe a happy child will be a successful child and work to ensure every child enjoys school and achieves. We do this by providing the best teaching and learning experiences that we can through an exciting and engaging curriculum.

As a school, we are always looking for new ways to improve and grow. Our staff, coupled with supportive parents and governors, contribute greatly to our school. We all work together with a common goal, to ensure that our children have a sense of worth and achieve their full potential in their learning to enhance their own life chances and aspirations in their primary years.

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.

## 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 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.

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.

This policy complies with our funding agreement and articles of association.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Merrylands offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require	For all children and adults with disabilities to have access to a varied and engaging curriculum delivered by fully trained adults working in cooperation	Training for class teachers and support staff of pupils with specific disabilities (ie. Ocular Albinism,	SLT / SENCO	On-going	Every teacher who has a pupil in their class who has a disability will make appropriate reasonable adjustments for that

	<p>support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All reasonable adjustments are made to support any child with a disability.</p>	<p>with other professionals and agencies.</p> <p>For all children and adults to feel safe and welcome in our school community.</p> <p>For all children with disabilities to make progress (this will be measured in many ways).</p> <p>For all staff to feel confident in supporting any child or adult with a disability.</p>	<p>Cerebral Palsy, etc.).</p> <p>Training for staff who support pupils with specific disabilities outside of the classroom (ie. Sports Coach &amp; MDAs).</p> <p>Follow advice from Hearing &amp; Visual Impairment Specialist Teachers and Occupational Therapists to improve access to, and create resources for, classroom learning.</p> <p>Deliver PSHE lessons on various disabilities, workshops during Disability Awareness Week and presentations by individual pupils explaining how others can best support them.</p> <p>Run Gym Trail sessions to improve gross and fine motor skills (based on specialist OT advice).</p>	SLT / SENCO	On-going	<p>pupil's learning.</p> <p>Any staff member who supports a pupil with a disabilities will be aware of how best to support them.</p> <p>All children with a disability will make progress.</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> </ul>	<p>No part of the school is inaccessible to anyone with a disability.</p> <p>For all staff to be aware of any barriers to access and to ensure that such barriers are reported to SLT and Site</p>	<p>Regular audits of the site are carried out and where needed, maintenance is completed to ensure access for all.</p> <p>Where new children or</p>	SLT / SENCO/ Site Manager	March 2021 and then ongoing	No one is excluded from accessing or moving around the site.

	<ul style="list-style-type: none"> <li>• <i>Disabled parking bay</i></li> <li>• <i>Disabled toilets, changing and shower facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	staff.	adults with disabilities are admitted to the school, a comprehensive review of their needs is undertaken and professionals and agencies liaised with, to ensure that they can access the site.			
Improve the delivery of information to pupils with a disability	<p><i>All reasonable adjustments are made in order to facilitate the learning of pupils with a disability. Merrylands uses a range of communication methods to ensure information is accessible:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large and/or coloured print resources</i></li> <li>• <i>Magnifiers</i></li> <li>• <i>Voice amplifiers</i></li> <li>• <i>Pictorial or symbolic representations (ie. visual timetables)</i></li> </ul>	Currently only classroom and toilet doors are labelled so improvements will result in all doors, rooms and routes to be clearly labelled with additional signage.	Signage around the school to be improved to include symbolic, pictorial, larger and/or more brightly coloured to support better communication for all.	SLT / SENCO / Site manager	July 2021	School signage will be improved so that appropriate visual clues are available, particularly for the visually impaired and those with EAL and /or communication difficulties.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Action completion date
Number of storeys	Merrylands' buildings are all one storey.			
Corridor access	Corridors are wide and can accommodate wheelchair access. ??			
Parking bays	One disabled bay within the secure staff car park.			
Entrances	Entrance doors are wide enough to accommodate wheelchair access. Electronic security keypads are reachable from wheelchair height ??			
Ramps	All entrances are accessible at ground level, except to one building by which there is access via a ramp.			
Toilets	One disabled toilet with shower facilities, handrails and emergency alert.	Properly maintain facilities and equipment.	SLT / Site manager	Annually
Reception area	Reception area is located at the main entrance to the school, has a wide lobby and is manned from 8:30 to 4:00 for assistance.			



Internal signage	<p>Emergency exits are full signposted and full assistance will be given to any person with a disability in the event of an emergency.</p> <p>Other signage around the school to be improved to include symbolic, pictorial, larger, more brightly coloured support for communication.</p>	All doors, rooms and routes to be clearly labelled with additional signage.	SLT / SENCO / Site manager	July 2021
Emergency escape routes	Emergency escape routes from the building are mostly double-doors but all wide enough for wheelchair access. ??			