



**Accessibility Plan  
For  
Membury Primary Academy  
2025-2028**

## Statement of intent

This plan should be read in conjunction with the Schools Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Link Director, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

## Planning duty 1: Curriculum

### School background

At Membury we are passionate about ensuring we offer a fully inclusive school. The school's accessibility is audited by SENDCo and Head of School. The audit of the learning environment is monitored half-termly by class teachers, HOS and SENCO with ordinarily available provision and the impact of pupils as a focus.

It caters for children aged 4 -11. 50% of pupils have a SEND need and 20% Pupil Premium children (Academic year 2024-2025).

### Improvements already made to enhance access to the curriculum

HOS will undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers, with the support of the SENCO. Actions will then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

The school has a curriculum which is designed to be accessible for all, with support put in place where necessary to facilitate full access. The school uses metacognitive practices and adapted curriculums in all subjects and year groups. This allows all pupils to be able to fully access the curriculum.

Training is provided to school staff, regularly, including CPD for TAs and meetings for teachers, and provision for those with additional needs features prominently, including speech and language support and supporting those with communication needs.

Children with additional needs have Personal Learning Plans with specific targets (PLPs). Some have Relational Support Plans, which identify opportunities to support pupils through building strong relationships and this in turn enables students to achieve well.

Advice is regularly sought from advisory teams including communication and interaction teams to support pupils to access a full curriculum.

The class has visual timetables for daily routines. Staff are mindful of fonts, size and colour when preparing materials for children and their parents/carers.

The SENDCO has received additional training to identify potential Dyslexia and works closely with the school's SEND Lead to support learners to achieve well alongside their peers.

Where children are identified as having difficulties with speech and language the school uses Speech and Language Link to provide targeted intervention so that they make progress.

**Next steps to further enhance access to the curriculum**

Issue	Action	Responsibility	Target deadline	Outcome	Review
Staff obligation to provide an inclusive curriculum	Audit and support of curriculum planning and delivery	HOS SENDCo	Termly review and audit	All staff are aware of the accessibility issues and gaps in the curriculum	Termly
Ensure pupils have a good level of speech, language and communication for their developmental stage	Speech and Language Link screening in EYFS and Year 3 More often if appropriate	Class teachers SENDCo	Autumn term	Pupils with any gaps are identified and appropriate intervention put in place. Possible referrals to Speech and Language Advisors	Annual testing and ongoing review for identified pupils

Ensure rapid response to pupils' needs	Continued liaising with advisory teachers / specialists Arrange visits when necessary	SENDCo and class teacher	In place and on-going	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum.	Half termly
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## Planning duty 2: Physical Environment

School background
<p>The academy is single storey - including all classrooms / staff room and cloakrooms. The Acorn Studio is on the other side of the slightly sloped small playground; this houses the dining room, staffroom and a staff toilet. The playground is accessed by two different flights of stone steps. Staff and children wear sensible footwear to facilitate access, especially in wet conditions.</p> <p>Subject to ramps being put in place the main part of the school would be accessible. The corridors to the toilets might be impassable depending on the width of a wheelchair. Access to the playground and Acorn Studio would not be possible for a wheelchair user; ramps would be too much of a gradient to allow safe access.</p> <p>Not applicable. There would not be the space to install a lift to facilitate access to the playground or Acorn Studio.</p> <p>A disabled parking bay (or multiple) can be allocated as required. Currently we do not have one specifically allocated permanently as parking is very restricted. This can easily be reviewed / allocated asap if required.</p> <p>There are small steps into the entrances and a mobile ramp would be required to facilitate access for someone who uses a wheelchair. If a permanent ramp was put in place for the main entrance, the gate to the playground would have to be moved and the existing fence extended. Space restricts having a separate disabled toilet. Internal signage for fire and evacuation is in place</p>

for all exits accessed by the children in case of fire or other emergency evacuation. Emergency escape routes would be subject to appropriate ramps available from the Main Building.

**Improvements already made to enhance access to the physical environment**

Traditional lighting is being systemically replaced with LED lights that make zero noise and offer warmer, more consistent light to improve conditions for visibility.

The classrooms have been reviewed for its provision and equipment has been purchased to support learning for individuals. This includes writing slopes, handwriting equipment and seating wedges to allow pupils greater success within the classroom environment.

**Next steps to further enhance access to the physical environment**

<p>To ensure the physical environment has reasonable adaptations to support those with additional needs.</p>	<p>School site inspection ensures pathways are free from hazards, signs for hazards are clear and well-marked. The physical environment is adapted, where possible, to support the needs of pupils</p>	<p>SENDCo and HoS. All staff to report issues and concerns.</p>	<p>Ongoing.</p>	<p>To ensure a safe school environment and to be supportive towards people with additional needs.</p>	
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	with additional needs.				
To provide equipment to improve curriculum access.	Purchase equipment Eg. wedge seats, specialist pencils, colour tinted glasses etc.	Teachers and SENDCO	Ongoing	Improved engagement, focus and outcomes from individual pupils.	
Teachers ensure that backgrounds on IWBs are pastel colours (not white) if required.	Use the pastel shade backgrounds when using IWBS.	Class Teachers	Ongoing	Reduced strain on the children's eyes All children are able to read IWBs clearly.	
Individual pupils require spaces to meet sensory or regulation needs	Spaces in the school to be created to provide an individual space for children with specific needs	HOS Teaching Assistants 1:1 SENDCo	Start of the academic year	To create best environment to match individual need	Ongoing

### Planning duty 3: Information

School background					
School staff work closely with parents and additional parent/carer needs are recorded and shared with relevant staff so that barriers to communication can be removed. SEND information is available on the school website. Links to external support agencies and advice are available on website.					
Improvements already made to enhance access to information					
School SENDCo advice on ways to access information and information about outside agencies for support. TAF meetings to include multi-agencies where appropriate. Parents requesting information to be shared in paper copies/ presented to meet needs can be requested via the school office.					
Where necessary, we will ensure that alternative formats are available such as large print and also the provision of information orally through a recognised symbol system or ICT if required. This information will also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats. Further improvements include; updated website, updated SEND policy on school website, updates SEND Information report on school website and weekly newsletters.					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Staff to be aware that Parents/ carers can access information.	Ensure that information going to parents is of a reasonable font size.	HoS, SENDCO, Admin and Class teachers	Ongoing.	All site users are able to access information.	
Ensure children are clear about the sequence of activities for the day.	Check classrooms all have a visual timetable which	SENDCO, class teachers and TAs	September 2024	Children are clear about timetables and secure about	

	is being used. Specific children have a visual timetable which is being used.			what is happening. Anxiety reduced.	
Improve access to information and services from the Local offer on website such as courses led by Early Help, ASD support.	SENDCO to review new content for the SEND area of the website and administrator for uploading.	SENDCO and Administrators.	September 2025	Parents accessing the website on a regular basis and using it to find information.	