

Accessibility Plan

Together, we **CARE!**



"Be kind and loving to each other".

Ephesians 4:32 (ICB)

Mepal & Witcham Primary School
a part of Ely Diocese Multi Academy Trust

Approved by the Governing Body: 26/11/25

Joy Walker

Signed:

L Woodhouse

Date: Nov 25

Date to be reviewed: Nov 2026



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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 its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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, staff and governors of the school.

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

Aim	Current Good Practice	Objectives	Actions to be taken	Lead person	Date to complete	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Knowledge-rich curriculum delivered by skilled staff. Scaffolds and differentiation provided as needed.</p> <p>Concrete resources and manipulatives used to support understanding.</p> <p>All pupils supported to access lessons across the curriculum; separate curriculums only in unique cases where pupils transition to specialist provision.</p>	Maintain high levels of curriculum access and develop staff expertise to meet diverse needs.	<p>Subject leaders to review curriculum and adapt where necessary.</p> <p>Work with SENDCo and external agencies to provide targeted training.</p> <p>Use data tracking and provision maps to monitor progress and adapt support.</p> <p>SENDCo to triage needs and seek external support when required.</p>	Subject leaders & SENDco	Ongoing across the year	<p>Data shows progress for pupils with SEND.</p> <p>Provision maps and APDRs reflect adapted provision.</p> <p>Governors monitor impact through reports.</p> <p>Staff demonstrate confidence in adapting curriculum.</p>
Improve and maintain	Obstacles removed away from corridor walls to maximise the	Declutter and regular	Site assistant and Headteacher to carry	Headteacher and	Ongoing	Safeguarding and premises checks i.e.

Aim	Current Good Practice	Objectives	Actions to be taken	Lead person	Date to complete	Success Criteria
access to the physical environment	<p>space to allow 2-way traffic.</p> <p>No steps around the building - all one level.</p> <p>Disabled toilet with handrails and stall.</p> <p>Good lighting throughout.</p> <p>Access within classrooms</p> <p>Working with parents and carers to improve any areas that require development.</p>	<p>maintenance across school.</p> <p>Convert a space nearer to the entrance of school into a high-level disabled toilet, to include hoist and changing area.</p>	<p>out regular premises check, in and out of the building.</p> <p>Work with central team and LA Education team to secure funding and carry out works to convert staff room into a bigger disabled toilet</p>	<p>site assistant</p> <p>DEMAT central team</p>	<p>In progress – awaiting electrical sockets. Dec 2025</p>	<p>security, obstacles and intrusions, plants, repairs etc.</p> <p>Obtaining quotes, costings and working with Education team.</p>
Improve the delivery of written information to pupils	<p>Use of Widgit symbols to support understanding (currently not fully embedded).</p>	<p>Ensure written information is accessible for all pupils, including those with dyslexia or</p>	<p>Embed consistent use of Widgit symbols across classrooms.</p> <p>Introduce dyslexia-friendly fonts and appropriate background colours</p>	Senco	July 2026	<p>- Widgit symbols used consistently in all relevant materials.</p> <p>- Dyslexia-friendly fonts and colour backgrounds adopted in school-wide</p>

Aim	Current Good Practice	Objectives	Actions to be taken	Lead person	Date to complete	Success Criteria
		communication needs.	for printed and digital materials. Provide staff training on accessibility strategies for written communication. Audit classroom resources for compliance with accessibility standards			templates. - Staff confident in applying accessibility strategies. - Positive feedback from pupils and parents on clarity of written information.

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 checks and decluttering.	Site Assistant & Headteacher	Ongoing
Corridor access	Corridors are wide enough for two-way traffic; obstacles are removed from walls to maximise space.	Continue regular decluttering and ensure clear passage during premises checks.	Site Assistant & Headteacher	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 Local Authority/Highways. Explore options for marking at least one accessible bay on gravel surface (paint or signage).	Site Assistant & Headteacher	March 2026
Entrances	All entrances have double doors and can be opened to full width, allowing easy access.	Maintain accessibility through regular checks and ensure doors remain in good working order.	Site Assistant & Headteacher	Ongoing
Ramps	The school is on one level, so ramps are not required for internal access. External entrances are level and accessible.	Continue regular checks to ensure surfaces remain safe and unobstructed.	Site Assistant & Headteacher	Ongoing
Toilets	One accessible toilet and one high-level accessible toilet with hoist and changing facility.	Maintain facilities through regular checks; ensure hoist and equipment remain in safe working order.	Site Assistant & Headteacher	Ongoing
Reception area	Small space with two sets of double doors; one small chair and table available.	Review layout to ensure clear access and consider adding an additional chair for visitors with mobility	Site Assistant & Headteacher	Ongoing

		needs if space allows.		
Internal signage	Fire routes and emergency exits clearly marked; emergency lighting in working order.	Review signage for accessibility and consider adding Widgit symbols to support pupils with communication needs.	Headteacher & SENCO	July 2026
Emergency escape routes	Clearly marked routes with emergency lighting in working order; exits accessible for all users.	Continue regular fire safety checks and ensure signage remains visible and accessible (consider adding Widgit symbols for pupils with communication needs).	Headteacher & Site assistant	July 2026

4. Monitoring arrangements

This document will be reviewed by the Headteacher and governing body at least every 4 years.

This document will be approved by the Headteacher and governing body.

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