



Martley C.E. Primary School Accessibility Plan

Document Full Name	Accessibility Plan
Developer/Developer's Role	Lucy Cox Headteacher
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Our Christian Values

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Our Core Christian values are the 5 C's - **Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.

James 1:17

International Children's Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Equality and Diversity Statement

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality. In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately

The following Accessibility plan reflects the need outlined in the Equality Act 2010 and covers the period from 2026-2029

Information and Data:

Information and data collected will reflect the definition of disability in the DDA

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Our Vision:

Our vision is to continue to improve the facilities and access for *all* members of our school community. We are dedicated to a process of consultation and improvement which allows us to directly address issues related to disabled access and provision. We strive to remove barriers for all pupils where possible and are committed to providing access to the life of the school for all our pupils. We are committed to the 3 principles set out in the national curriculum inclusion statement that are essential to our inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The improvement plans for the school will involve consultation with, and advice from, DoWMAT/LA representatives where necessary.

During the consultation process, adjustments may be made in response to advice and suggestions given.

Martley CE Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Our aim is to improve access to the physical environment, increase access to the curriculum and to improve the delivery of written information to all stakeholders.

Coordination:

The Headteacher will coordinate the plan in direct consultation with all stakeholders.

Potential Constraints:

Martley CE Primary School consists of several different stages of development but all are accessed via steep paths. The pre-school is an older building with associated access issues.

Availability of the plan:

A copy of the plan is available on request from the school office and on the school website.

If you would like to make a contribution to the consultation process, please send your comments to school or phone the office to make an appointment with the Headteacher. All contributions will be held in strictest confidence.

Target	Actions	Timescale	Success Criteria/ Outcomes	Responsibility	Resources/ Finance	Support Training/Advice/ Sharing Good Practice	Evaluation Criteria Dates of completed actions
Physical Environment							
Ensure that access to school buildings and site can meet diverse pupil needs.	<p>Maintain access to wooded areas used for outdoor learning, including those by Pre-School.</p> <p>Incorporate accessibility into any proposed structural alternatives. During any development, projects consider plans for an accessible toilet and general access for people with disabilities.</p>	Ongoing	Access to school meets the needs of the school community	<p>Maintenance contractors and architects</p> <p>HT and Local Academy Board (LAB) with support of DoWMAT</p>	<p>Time, site to be checked regularly</p> <p>Cost of advisors if not included in SLA</p> <p>Devolved capital</p>	<p>Seek advice from SLA property services</p>	<p>Area maintained – no rubbish on site and hazards removed where possible. Ensure fencing and access are secure.</p> <p>Accessibility –continual consultation and improvement.</p>
Ensure that classrooms are optimally organised for disabled pupils within current building restraints Identify needs and actions for the future.	<p>Plan classrooms in accordance with pupil needs. Organise resources to reflect needs.</p> <p>Provide quiet areas within school wherever possible and practicable. Look at accessibility in all areas of school life.</p>	Ongoing	<p>Appropriate use of resources for all pupils.</p> <p>Improved access for all pupils.</p>	<p>All staff</p> <p>HT and LAB</p>	<p>Time, school budget as issues identified.</p>	<p>Involve parents and outside agencies in discussion and planning</p>	<p>Parental satisfaction ascertained</p> <p>Children feel happy and confident and can access all areas where practicable.</p>

Curriculum Access							
Reflect identified areas of need in lesson planning and delivery	Incorporate quality first teaching into all planning. Ongoing programme of staff training in disability awareness to reflect needs of pupils and anticipatory duties. Specific resources are purchased to support pupils' needs.	Ongoing	Improved access to curriculum for all pupils. Appropriate use of resources for all pupils	All staff HT All staff	Time Funds from budget and support from PD outreach	Pupil passports support provision	
Ensure access to laptops/IPads is a priority for those pupils identified with a particular need.	Ensure that staff are aware of the priorities for particular pupils.	Ongoing		HT, SENDCO, Staff	PP funding; government funding from COVID funds	Sharing practice- staff meetings	Identified pupils will have access to appropriate hardware
Prioritise student participation in school activities within given constraints	Ensure that school activities are accessible to all students.	Ongoing	Increased participation in school life for all students	All staff	Time to enter relevant competitions and activities	Sharing practice- staff meetings	Once activities resume, all children are facilitated to access activities.
Information for Pupils and other stakeholders							
Availability of newsletters and school documents in alternative forms.	Use of pastel paper for dyslexic pupils/parents/carers Large print and audio formats as required. Support from teacher with homework details as required.	Ongoing and when requested	Information to pupils, parents and carers will be improved	HT/Office staff/Governors All teaching staff	Copying costs and time implications	Seek advice from relevant groups as needed.	Parents/carers and other stakeholders needs are met and they have correct access to materials. Children complete homework
Review documentation with a view to ensuring accessibility for pupils and parents with visual impairments	Consider print size and font used. Consider different colour backgrounds as appropriate. If necessary, offer oral explanations	Ongoing and when requested	Ongoing and when requested	All school staff	Time	Advice from relevant groups	Parents/carers and other stakeholders needs are met and they have correct access to materials. School is more effective at meeting the needs of pupils and parents.

Overall							
Ensure all policies /school offer consider the implications of Disability access.	Consider implications when updating policies and school offer. Consider in SEND annual report	Ongoing		HT, SENDCo, staff and Governors		Sharing good practice within policies	SEND offer explains what school can provide in detail Policies consider disability access where appropriate.