



Accessibility Action Plan

Name of Headteacher:	Tom Johnston
Date Policy approved and adopted:	Sept 2025
Date Due for review:	Sept 2028

Equality at Merdon Junior School

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Aim	Current good practice Include established practice, and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	success criteria
<p>Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services</p> <p>Not to treat disabled pupils less favourably</p> <p>To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage</p>	<p>Teaching and Learning</p> <p>Teachers and support staff have the necessary training to teach and support disabled pupils</p> <p>lessons are planned to be inclusive of all specific needs</p> <p>lessons provide opportunities for all pupils to achieve and the progress of all pupils is tracked using Arbor</p> <p>staff recognise the entitlement of all pupils to the full curriculum and wherever possible give alternative ways of giving access to experience or understanding</p> <p>staff recognise and allow for the mental</p>	<p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Ensure that formative assessment is used effectively to inform planning</p> <p>Staff have the knowledge and understanding to meet the needs of individual pupils so that they can access the curriculum fully</p>	<p>Review that current resources for those pupils who require additional support</p> <p>Support pupils' learning through scaffolding resources across the curriculum</p> <p>Pupil progress meetings to discuss individual pupils with SEND and disabilities and the adaptations that they require to ensure good progress</p> <p>Identify areas of CPD need and</p>	<p>SLT</p> <p>SLT</p> <p>SLT and teachers</p>	<p>Observations and feedback show that adaptations are appropriate and considered</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Assessment judgements are confident and data is used effectively to inform planning</p> <p>CPD is delivered as required and enables staff to have a full understanding of individual pupil needs.</p>

	<p>effort expended by some disabled pupils, for example using lip reading</p> <p>staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical tasks</p> <ul style="list-style-type: none"> • there are high expectations of all pupils • all staff seek to remove barriers to learning and participation, including within school visits <p>Physical Environment</p> <p>The size and layout of all areas allow access for all pupils</p> <p>Pupils who use wheel chairs can access necessary areas for accessing the school curriculum</p> <p>Emergency and evacuation systems are set for pupils who</p>		<p>implement these accordingly</p>		
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	<p>require additional support</p> <p>No décor and signage could be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy</p> <p>Areas to which pupils have access are well lit</p> <p>Steps are taken to reduce background noise for hearing impaired pupils i.e. consideration of a rooms acoustics and use of noisy equipment</p> <p>Furniture and equipment selected for use is adjusted and appropriately located</p> <p>Sharing of information</p> <p>School will make itself aware of local services, including those provided</p>				
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	<p>through the LEA, for providing support when required or requested</p> <p>Using ICT to produce written information in different formats</p> <p>Ensuring that staff are familiar with technology and practices developed to assist people with disabilities</p>				
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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 which states that “a person has a disability if he or she has a physical or mental impairment that has a substantive and long term adverse effect on his or her ability to carry out normal day to day activities’.

Evaluation and Review

Date of Ratification	September 2025
Date for Next Review	September 2028
Comments: Multiple changes from previous version.	