



**Mendlesham**

## **Mendlesham Primary School**

Accessibility Plan 2022 - 2025



**JOHN MILTON  
ACADEMY TRUST**



**MENDLESHAM**

Mendlesham Primary School is an inclusive school which includes a Specialist Education Unit (Mulberry SEU) for KS2 pupils with Cognition and Learning needs which is accessed through the EHCP route. We want all our children to enjoy school, to thrive and develop a love of learning for life. We are committed to giving our children every opportunity to achieve to the very best of their ability. We do this by taking into account pupils' varied life experiences and needs. We have developed a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all of our children matter.

## **Purpose of this plan**

This plan shows how Mendlesham Primary School intends, over time, to increase the accessibility of our school and its curriculum for all pupils and to improve accessibility for staff, parent, carers and visitors with a disability.

## **Definition of Disability**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

## **Areas for development**

- Increase access for pupils with a disability to the school curriculum (including the teaching and learning of the wider curriculum and in school participation such as after school clubs and enrichment activities)
- Improve the physical environment of the school to improve physical access (this includes physical aids to education and access)

## **Context**

Mendlesham Primary School is a small rural primary school, originally built in the 1980s, with further extensions in the 1990s and 2014. The Mulberry Unit was converted from an attached small hall in 2021/22.

A disabled toilet is available off the main entrance to the hall, 2 within the Mulberry SEU and a further one within the main school building. There are ramps to all main entrances to the school, the hall and the playground. Access to the Mulberry SEU is also step free.

## **Current range of known disabilities**

The school has children with a range of disabilities including mild and moderate learning difficulties such as Downs Syndrome, dyslexia, Meares Irlen Syndrome, ASD, ADHD and mild to moderate physical disabilities including hypermobility, spina bifida and wheel chair use. There are also a range of known physical sensory needs including hearing and sight loss as well as SEMH needs.

## **Increasing access for disabled pupils to the school curriculum**

The school has a strong focus on improving teaching and learning for all pupils. Through close work with our academy trust (John Milton Academy Trust), our School Improvement Partner (SIP) – from the Hackney Learning Trust, SENDAT (commissioned to staff the Mulberry SEU) and our affiliation with PiXL (Partners in Excellence and Learning), we aim to promote strong teaching, promoting high standards across the school. Wherever possible, we aim to meet the needs of all children in mixed ability, inclusive classes. This includes the integration of SEU pupils into mainstream classes and activities where appropriate. All also being enabled to access the broad curriculum and take part in enrichment activities (trips, residential, co-curricular and extra curricular activities etc).

Target	Strategies	Time scale	Responsibility	Success Criteria
Further embed the school's approach to teaching utilising the EEF 5 a day approach	Identify needs through learning walks, observations, book looks and teachers self identifying CPD needs	CPD Sept 2022 Securely embedded by July 2023	SENDCo HoS EHT	Increased teacher's confidence in adaptive teaching/inclusion Pupil voice and learning walks indicate high level of engagement for all
Work towards achieving Quality Inclusion Award	Complete all areas of assessment to show where inclusion is strong and where areas for development lie.	Dec 2022	EHT SENDCo	IQM achieved and maintained
Ensure that support staff have training in disabilities specific to the children they support	Carry out in-house self-assessment for staff Staff access CPD as required	Self assessment By end 2022 CPD on-going	SENDCo HoS EHT Teachers, support staff	Support staff have increased confidence Pupil voice and learning walks indicate high level of engagement for all
Use ICT/software to support learning (EEF 5 a day)	Ensure software is installed on pupil devices	On-going/ As required	EHT/HoS, JMAT ICT support	Wider use of IT to support learning for pupils with need
Ensure that extra curricular and enrichment activities are planned to be inclusive	Add a section to trip planning form Raise profile	Summer 2022 On-going	EHT Business Manager	All pupils continue to be able to access trips/visits and extra-curricular activities
Ensure there is hearing equipment in classrooms for pupils, parents and staff who are hearing impaired	Soundfield equipment to be installed in classrooms where pupils are hearing impaired	As required	SENDCo Headteacher	Hearing impaired pupils have access to Soundfield equipment
Ensure early identification of pupils with additional needs/disabilities so that equipment such as adapted furniture, coloured writing paper, specialised dictionaries and supportive ICT can be put in place.	Careful monitoring of assessment to identify those at risk of making less than expected progress Use of home visits prior to entry to EYFS to further gauge needs through conversation with	On-going	Class Teachers HoS SENDCo	Pupils have needs identified and referrals are made at the earliest opportunities. All pupils make good or better progress from their varied starting points.

	parents/carers			
Ensure integration of SEU Mulberry with mainstream as appropriate	Careful transition from previous setting, settling in period to gauge appropriate integration. Close working with SEU staff and mainstream	On-going	Mainstream and SEU staff, school and SEU leaders	

Improve the physical environment of the school to improve physical access for all stake holders

Target	Strategies	Timescales	Responsibility	Success Criteria
Main entrances to the school to be accessible to all stakeholders.	Step free access to Mulberry, main hall door (utilised as front entrance for pupils) and ramp to main school office	In place 2022	EHT JMAT Estates and Facilities Manager	Main entrances have compliant ramps, school is accessible to all stake holders
The school staff to be aware of the needs of stake holders with disabilities	Add question regarding parent/carer and child needs to admissions form. Add question periodically inviting parents views in newsletter. Create PEEPs for pupils with additional needs	Summer 2022  Throughout the year  As required	EHT Business manager	All stake holders feel confident their needs are being met
Layout of school to ensure easy access for wheel chair users as appropriate	Ensure furniture layout in all areas of the school allow easy access for wheel chair users and those who are visually impaired	As required	Teachers EHT MAT Estates and Facilities Manager	Wheel chair users and those who are visually impaired can move around the school easily and safely as appropriate.
Ensure play equipment is accessible as required for children with disabilities.	Identify needs as and when pupils with disabilities arrive in school. Improve access to playground area through installation of ramps.	As required  Playground door ramp by Summer 2022	EHT MAT Estates and Facilities Manager	Pupils on roll have as full access as possible to all play equipment.
Ensure pupils have access to appropriate learning materials for disabilities	Early identification. Stock of coloured overlays, coloured paper exercise books, dyslexia friendly reading books, writing slopes, pencil grips etc as well as option for large print and	As required – on-going	Teachers SENDCo	Pupils report through pupil voice that they have full access to the curriculum and are not prevented from learning in any way through lack of appropriate equipment.

	audio material			
Ensure that arrangements for entering and leaving the school are clear for all stakeholders	Ensure signage is correct, clear and in the right places	Autumn 2022 and on-going	EHT MAT Estates and Facilities Manager Premises governors	Entrance and exit signs as well as emergency signs are in place

EHT = Executive Headteacher

HoS = Head of School

SENDCo = Special Educational Needs & Disability Co-ordinator