Mendlesham Primary School
Accessibility Plan 2026 - 2029

Introduction

Mendlesham Primary School is an inclusive school within the Oxlip Learning Partnership. The school includes Mulberry Specialist Education Unit, a specialist provision for Key Stage 2 pupils with cognition and learning needs who access the provision through an Education, Health and Care Plan (EHCP).

We want every child to enjoy school, thrive and develop a lifelong love of learning. We are committed to ensuring that all pupils achieve their potential and are fully included in every aspect of school life, regardless of need, disability or starting point.

We recognise and celebrate the diversity of our school community and are committed to removing barriers to participation, achievement and wellbeing. Through high expectations, inclusive practice and a broad and balanced curriculum, we ensure that all pupils are able to participate, succeed and develop independence, confidence and resilience.

The achievements, experiences and wellbeing of every child matter, and we are committed to providing an environment where all pupils feel valued, supported and able to flourish.

Purpose of the Accessibility Plan

This Accessibility Plan sets out how we will continue to improve accessibility over time for pupils, staff, parents, carers and visitors with disabilities.

In accordance with the Equality Act 2010, the plan outlines how the school will:

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment of the school to increase access for people with disabilities.
- Improve the availability of information to pupils, parents, carers and visitors with disabilities.

The plan supports the school's commitment to equality, inclusion and high aspirations for all members of the school community.

Definition of Disability

Under the Equality Act 2010, a person is considered disabled if they have 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.

Areas for Development

The school will continue to:

- Increase access to the curriculum for pupils with disabilities, including opportunities within the wider curriculum, educational visits, enrichment activities, clubs and residential experiences.
- Improve the physical environment to ensure that all areas of the school remain accessible and inclusive.

- Improve access to information through the use of appropriate formats, technology, visual supports and communication methods.

School Context

Mendlesham Primary School is a small rural primary school. It includes Mulberry Specialist Education Unit, which opened in 2021 and provides specialist support for Key Stage 2 pupils with cognition and learning needs.

The school site is largely accessible, with step-free access to key areas including the main school building, hall, playgrounds and the Mulberry. Accessible toilet facilities are available within both the main school and specialist provision.

Accessibility is considered as part of all school improvement, curriculum development and premises planning decisions to ensure that the environment remains welcoming and inclusive for all users.

Current Range of Need

The school supports pupils with a wide range of needs, including:

- Cognition and learning difficulties
- Speech, language and communication needs
- Autism
- ADHD
- Dyslexia
- Physical disabilities and medical needs
- Visual and hearing impairments
- Social, emotional and mental health needs.

The needs of pupils are reviewed regularly and reasonable adjustments are made where required to meet individual needs and ensure equitable access to learning and school life.

Increasing Access to the Curriculum

The school places a strong emphasis on high-quality, inclusive teaching and adaptive practice. Through collaboration with the Oxlip Learning Partnership, external specialists and professional networks, staff continually develop their expertise in meeting the needs of all learners.

Wherever possible, pupils learn alongside their peers in inclusive classrooms, with appropriate support, adaptation and challenge.

All pupils are supported to access the full curriculum and to participate in educational visits, residential experiences, leadership opportunities, clubs and enrichment activities. The school uses a range of strategies and specialist resources to remove barriers to learning and promote independence, engagement and achievement.

Pupils within Mulberry are supported to access mainstream learning experiences and wider school activities where appropriate, ensuring meaningful inclusion and participation within the school community.

Teachers utilise adaptive teaching approaches, informed by evidence-informed practice, to ensure learning is accessible to all pupils whilst maintaining high expectations and ambition.

Target	Strategies	Time scale	Responsibility	Success Criteria
Further embed the school's approach to Therapeutic Thinking and continue to maintain EEF 5 a day approach	Identify needs through learning walks, observations, behaviour logs, book looks and teachers self identifying CPD needs	Ongoing CPD Securely embedded by Summer 2027	SENDCo SLT	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 Centre of Excellence status	Complete all areas of assessment to show where inclusion is strong and where areas for development lie.	Summer 2027	SENDCo SLT	IQM Centre of Excellence status achieved and maintained
Ensure that support staff have training in disabilities specific to the children they support	Carry out inhouse self- assessment for staff Staff access CPD as required	Self Assessment completed by end Aut 1 following transitions. CPD ongoing	SENDCo SLT Teachers Support staff	Support staff have increased confidence Pupil voice and learning walks indicate high level of engagement for all
Ensure integration of Mulberry with mainstream as appropriate	Careful transition from previous setting, settling-in period, close working between Mulberry and mainstream staff	Ongoing	SENDCo SLT Class teachers	Pupils participate successfully in mainstream experiences appropriate to their needs and provision.
Use ICT/software to support learning (EEF 5 a day)	Ensure necessary software is installed on pupil devices	On-going/ As required	SENDCo SLT Oxlip 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	All staff consider this as part of subject leadership. Liaise with enrichment lead Risk assessments planned for during trips and visits	On-going	SLT SENDCo Business Manager Enrichment Lead	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 SLT	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, writing slopes 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 preschool visits prior to entry to EYFS to further gauge needs through conversation with parents/carers	On-going	Class Teachers SLT 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.
Continue to develop sensory-friendly learning environments	Audit classrooms and shared spaces for sensory accessibility. Introduce sensory resources where appropriate.	Ongoing	SENDCo SLT Class teachers	Pupils with sensory needs report increased comfort and ability to engage with learning.
Maintain staff expertise in SEND and accessibility	Annual programme of training focused on SEND, accessibility, adaptive teaching and reasonable adjustments.	Ongoing	SLT SENDCo	Staff confidence surveys and monitoring indicate increasing confidence and consistency.

Improve the physical and online environment of the school to improve access for all stakeholders

Target	Strategies	Timescales	Responsibility	Success Criteria
Main entrances to the school to be accessible to all stakeholders.	Step free access to school (utilised as rear entrances for pupils) and ramp from road to main school office	In place Sep 2026 - ongoing maintenance	SLT Oxlip Estates and Facilities Manager	Main entrances have compliant step free access. School is accessible to all stakeholders

Improve accessibility of communication with parents and carers	Offer key information in large print, accessible digital formats and plain English where required. Ensure website accessibility is reviewed annually	Ongoing	SLT Business Manager	Parents report they can access information in a format that meets their needs.
Improve digital accessibility	Review website against accessibility requirements and maintain compliance with regulations	Ongoing	SLT	Website accessibility statement remains up to date and issues are addressed promptly.
The school staff to be aware of the needs of stakeholders with disabilities	Add question regarding parent/carer and child needs to admissions form. Add questions periodically inviting parents views in newsletter/focus groups. Create PEEPs for pupils with additional needs	On going throughout the year and as required	SLT SENDCo Business manager	All stakeholders feel confident their needs are being met
Layout of school to ensure easy access for wheelchair users as appropriate	Ensure furniture layout in all areas of the school allow easy access for wheelchair users and those who are visually impaired	As required	Teachers SLT SENDCo Oxlip Estates and Facilities Manager	Wheelchair 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 an when pupils with disabilities arrive in school. Improve access to playground area through installation of ramps.	As required	SLT Oxlip 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 audio material	As required and 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.

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 term and on-going	SLT Business Manager Oxlip Estates and Facilities Manager Governors	Entrance and exit signs as well as emergency signs are in place

SLT = Senior Leadership Team
SENDCo = Special Educational Needs & Disability Co-ordinator

The Accessibility Plan will be reviewed annually by the governing body and updated every three years.

Progress against identified actions will be monitored by the SLT, SENDCo and governors.