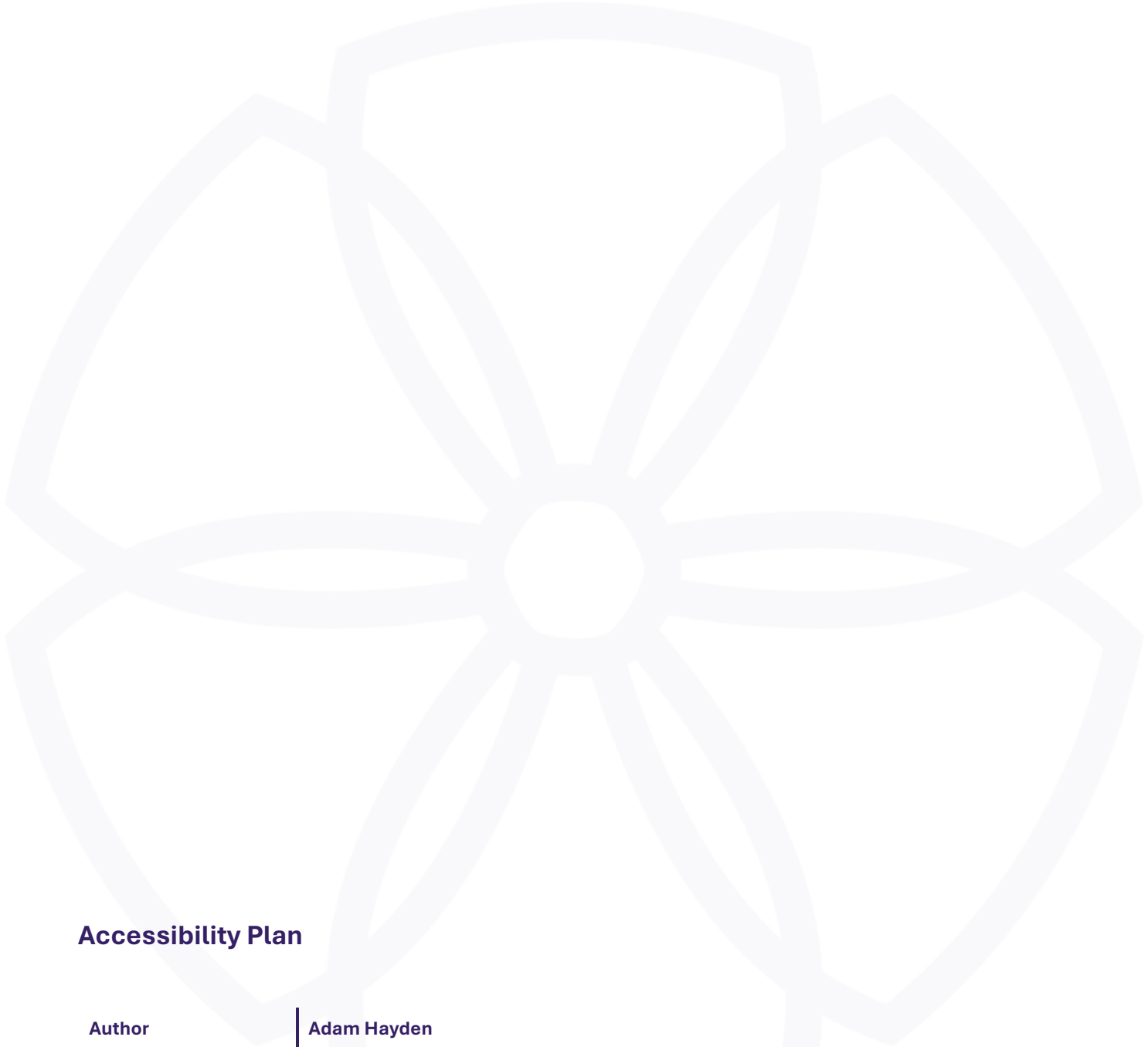




Mercia
Learning Trust



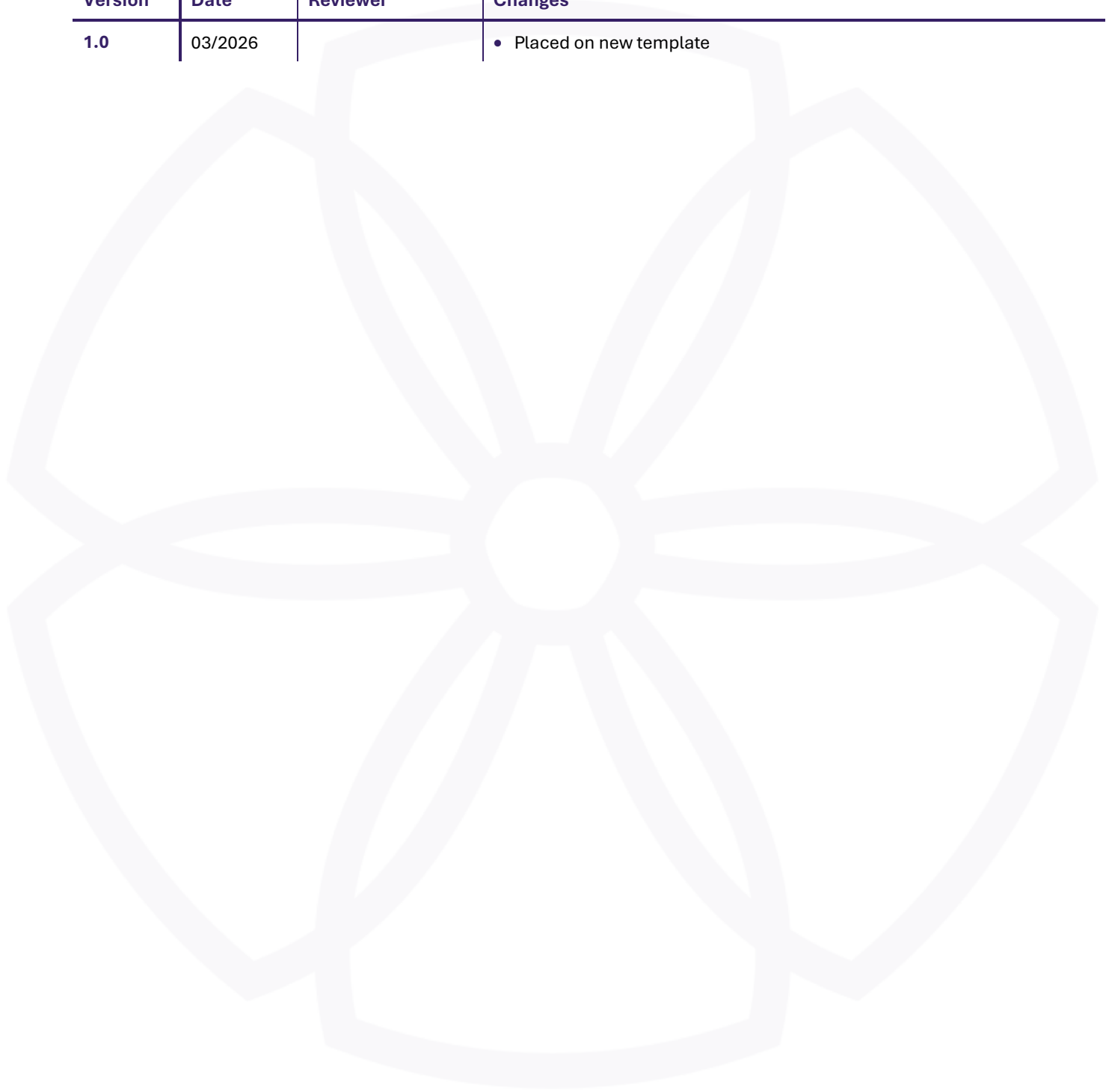
Accessibility Plan

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Date for review	DD/MM/YYYY

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every year. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Version	Date	Reviewer	Changes
1.0	03/2026		<ul style="list-style-type: none">Placed on new template



1. Introduction

- 1.1. Mercia Learning Trust is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability.
- 1.2. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).
- 1.3. The definition of disability in The Equality Act (2010) states that a person has a disability if:
 - 1.3.1. They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 1.4. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

2. Equality Act (2010)

- 2.1. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an education provider to treat a disabled child or young person unfavourably.
- 2.2. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty). The governors of our schools have a duty to publish an Accessibility Plan.

3. Scope of the Accessibility Plan

- 3.1. This plan covers all three main strands of the planning duty for Anns Grove Primary School by:
 - 3.1.1. managing and improving the physical environment of our schools for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and any prospective pupils.
 - 3.1.2. ensuring that the curriculum is adapted, to meet the learning needs of children and young people with SEN and disabilities and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, for SEN and disabled children and young people. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum.
 - 3.1.3. ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

4. Aims

- 4.1. Our trust will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers. In considering what is reasonable the school will take account of:
 - 4.1.1. the practicalities of making adjustment.
 - 4.1.2. Health and Safety factors.
 - 4.1.3. our trust's financial situation.
 - 4.1.4. the interests of other pupils.
 - 4.1.5. the need to maintain academic standards.
- 4.2. All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the school. Relevant information will be passed on to staff to ensure staff awareness.

5. Planning Duty

- 5.1. Our trust recognises its duty under The Equalities Act 2010:
 - 5.1.1. not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
 - 5.1.2. not to discriminate (directly or indirectly) against disabled pupils.
 - 5.1.3. to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - 5.1.4. to publish an Accessibility Plan.
- 5.2. Anns Grove Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:
 - 5.2.1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
 - 5.2.2. Improving access to the physical environment of the school where possible. This covers improvements to the physical environment of the school and physical aids to allow pupils to access education.
 - 5.2.3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print / braille.

6. Consultation

- 6.1. The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

7. Policies

- 7.1. Compliance with The Equalities Act 2010 is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEND Policy. The Accessibility Plan will contribute to the review and revision of related school policies.

8. Reviewing, Monitoring and Evaluating the Plan

- 8.1. Adequate resources will be allocated to enable implementation of the plan.
- 8.2. The plan will be informed by feedback from parents, pupils and people with disabilities.
- 8.3. The plan will be kept under review and revised as necessary.
- 8.4. The plan will be published and is available on request, along with comment about progress.
- 8.5. The plan will be subject to monitoring by Ofsted during inspections.

Area	Agreed Actions	Success criteria	Deadline
Improved access to the physical environment	Continue to ensure that emergency evacuation procedures meet the needs of the disabled users of the premises. Review site .	All PEEPs in place and continually reviewed. Ongoing review of evacuation processes and roles shows all pupils and staff have full access.	Ongoing
Improved access to the physical environment	Ensure that emergency evacuation procedures meet the needs of the disabled users of the premises.	Evac chairs in place and maintained. Disabled evac marshal in place and trained in use of evac chair.	Ongoing
Improved access to the physical environment	Keep corridors clear from obstructions.	Corridors and walkways will be clear for all users including wheelchair access.	Ongoing
Improved access to the physical environment	Actively seek a solution to restore the condemned path.	Premises team plan to create a plan to repair.	Ongoing
Access to Curriculum	Interventions aligned to school practices. Review and monitor data and provision to assess impact. Review interventions and schemes of work.	Ensure interventions are delivered by teachers and associate staff. Gap for SEND and PP pupils is continually reducing.	Termly
Access to curriculum	Develop SEND training for all staff	Training around curriculum delivery is rolled out, then reviewed and impact continually monitored. Improving outcomes for SEND pupils year on year.	Ongoing