

Moreton Morrell C of E Primary School Accessibility Plan 2025 - 2026

This plan is to ensure that the school environment is accessible to and for all, both physically, cognitively and emotionally.

It acts as a dynamic response to the Equality Act (2010) and SEND Code of Practice (2015), ensuring equality for all individuals and groups.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Ensure ICT and other technology is appropriate and accessible for pupils with disabilities.	- Review accessibility of ICT (including I pads & laptops) using specialist expertise from Chris Homer. - School I Pad provision to be expanded by 50% to support learners. - Little Wandle subscription for E-books for children across the school. - Ensure all I pads have speak function activated so that children can independently read text. - Involve pupils in review of hardware & software ensuring Pupil Voice. - Prioritise new software to purchase/ Speech-Dictation for dyslexic pupils and those with physical writing difficulties such as dysgraphia - Training for staff regarding curriculum access - Access Arrangements for SATS tests, Multiplication Check June etc	ongoing	- I pads - laptops with Speech- dictation function and headphone with built in microphones - Individual laptops	SLT	SLT
Access to Curriculum Create accessible and effective learning environments for all.	- Reinforce responsibilities of all teachers as outlined in the SEND Code of Practice 2015 as on-going information sharing and CPD. - Revisit and reinforce 'Quality First Teaching' approach. - Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.	Ongoing	- SENDCo - Kim Ballard (MAT Inclusion Lead) - Specialist Teaching Service - SEND Supported - OT/Physio- - EPS - Speech Therapist	All staff Teaching & Learning Focus Group	SENDCo through lesson observations and sampling lesson planning Leadership Team and Governors

	• Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school. • Following interior audit, implement revised interior design of school and classrooms to support the learning and accessibility for all. • Review PE curriculum regarding accessibility for all. • Personalise trips and extra-curricular activities. • Individual timetables. • Warwickshire Occupational Therapy interventions. • Risk assessments in the agreed format. • Circulate Pupil Profile/ Toolkits and teachers to continue to update class information		• Tas - OT Interventions.		PE Co-ordinator/ Lead
--	--	--	---	--	--------------------------

Access to the Curriculum Create accessible and effective learning environments for all (focus SEMH)	• In line with the school's inclusive philosophy continue to assess students for SEND when behaviour communicates a need in school or at home. Liaise with families and previous schools and gather information from staff and class observations. • Implementation of Senior Mental Health Lead (SMHL) role. • Weekly SEMH focused interventions by SMHL • Use the Boxall Profile as a screen of emotional need with individuals as required, and those pupils receiving nurture support. • Implementation of School Well-being dog • Continue to write and circulate Pupil Profiles and Toolkits, Positive Handling Plans, Pastoral Plans and ensure all relevant staff are aware and amend teaching plans appropriately. • Use teaching assistants/ designated adult to support in lessons. • Support pupils through school mentor/ drawing talking therapy • Refer to EP for assessment with highest needs and apply for EHC Plan where appropriate. • Use outside agencies to support the delivery of interventions for a range of SEMH need e.g. Life Space Detail any support sessions for individual students e.g. revision sessions, quiet space/ time, homework support.	Ongoing	Time to complete pupil profiles/ handling plans/pastoral plans SMHL to complete assessments and evaluate Boxall Profiles SMHL – Sally Clarke SEND Supported advice EPS Advice provided by Clare Bentall		
---	--	---------	--	--	--

Access to wider curriculum Increase participation in school activities.	• Audit participation in extra-curricular activities and identify any barriers. • Ensure school activities are accessible to all students. • Investigate TA flexibility to cover extra-curricular activities if needed. • Seek advice from IDS re alternative accessible venues for day visits and residential trips.		Identify contingency budget for TA cover for extra-curricular activities if needed. Training needed on risk assessments for trips and extra-curricular activities.	SLT	Leadership Team Governors
Impact Analysis Ensure all policies consider the implications of Disability Access.	• Continue to evaluate the impact of Engagement, Equality, SEND, Relationships and Behaviour, School Rules, Anti-Bullying, Educational Visits, Homework, and Medical policies in relation to pupils with disabilities. • Ensure the SEND Information Report is updated annually. • Update website and parent information.	Annually	SLT SENDCo	SLT /SEND Co	Governors
Premises Increase/maintain site access to meet diverse needs of pupils, staff, parents and community users.	• Review personal evacuation plans (PEEPs) for students with SEND. • Ensure signage and signposting of evacuation procedures, fire drill etc are regularly reviewed and updated/ improved where necessary. • Identify accessible play equipment (School Council involved in identifying). • Low arousal space maintained. • Review new signage of room functions. • Ongoing reviews of wheelchair accessibility.	July 25	budget identified for playground equipment that is accessible for all Low arousal room/Nurture room: to be maintained with regards to the pressure on space in school.	Site Manager School Council YMDB Training in Communication in Print- STS to support as necessary	SLT and Governors

Attitudes To promote positive attitudes to disability and diversity	• Review Collective Worship Programme to include disability awareness including hidden disabilities. • Involve previous students in assemblies and visits to school to promote positive attitudes towards dyslexia etc. • Regular items for newsletter highlighting achievements of pupils with disabilities • Review Equality and Diversity statements/ policies.	Annually	PSHE Co-ordinator review curriculum Assembly rota RE Co-ordinator review curriculum	PSHE Co-ordinator RE Co-ordinator	SLT and Governors
Newsletters and Information Availability of documents in alternative formats.	• Homework information available as information sheets in alternative formats as appropriate. • Large print and audio formats etc as required. • Continue to monitor uptake of documents in alternative formats • Review accessibility of newsletter and letters for parents.	ongoing	Continued development of website and portals Review parent bulletins/ communication.	SLT	SLT SENDCo