



ACCESSIBILITY PLAN

Introduction

This plan identifies the ongoing actions of the Governing Body of The Merton Primary School to increase access to education for disabled pupils in the following three areas;

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Vision and Values

At The Merton Primary School, we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Information from Pupil Data and School Audit

School self-evaluation indicates that the following practices are in place:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Established procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors from the corridor into all classrooms;
- Regular evaluation of the school site for accessibility by the Health and Safety Governor team.

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the Headteacher;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan.

A review of the plan forms part of our school development planning process, the progress of which is monitored termly by the Leadership Team.

We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- The full plan is available in a variety of formats, e.g. large print;

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