St Meriadoc CE Academy Accessibility Plan 2026 - 2029

Last reviewed on:	September 2026
Next review due by:	September 2029

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

St Meriadoc Infant and Junior Academy aims to reduce and eliminate barriers to the curriculum and to ensure full participation in the Academy community for pupils and prospective pupils with a disability.

The Academy aims to meet the needs of disabled staff, parents and visitors to the Academy so that they are accommodated within our environment, as far as is reasonable practical.

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

A paper copy is available from the office. This can be photocopied onto a variety of coloured paper if required and can be enlarged to any size.

It is available to download from the school's computer network and can also be accessed via the website.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools supports any available partnerships to develop and implement the plan.

Our schools' complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in either of the schools, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

St Meriadoc Infant and Junior Academy make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Individual needs

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by SENDCo (for pupils) and Family Liaison Officer (for parents). The schools works closely with the community occupational therapy/ physiotherapy team regarding the equipment loan service for individual pupil's adaptations.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board/headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

6. Review and Evaluation

It is a requirement that the Academy's accessibility plan is resourced, implemented, and reviewed and revised as necessary. The schools will annually review its audit of current provision and will set new targets according to the findings of this review. The accessibility plan will also be reviewed as and when any new children with specific needs join the Academy.

Our Access ability Audit – Reviewed October 2026

Section1: How does your Academy deliver the curriculum?

Question	**Yes**	**Partly**	**No**
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	**x**		
Are your classrooms optimally organised for disabled pupils?	**x**		
Do lessons provide opportunities for all pupils to achieve?	**x**		
Are lessons responsive to pupil diversity?	**x**		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	**x**		
Are all pupils encouraged to take part in music, drama and physical activities?	**x**		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	**x**		

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	**x**		
Do you provide access to computer technology appropriate for students with disabilities?	**x**		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	**x**		
Do staff seek to remove all barriers to learning and participation?	**x**		

Section 2: Is your Academy designed to meet the needs of all pupils?

Question	**Yes**	**Partly**	**No**
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities and playgrounds – allow access for all pupils?	**x**		
Can pupils who use wheelchairs move around the schools without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		**x**	
Are pathways of travel around the school sites and parking arrangements safe, routes logical and well signed?	**x**		

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		**x**	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			**x**
Are areas to which pupils should have access well lit?	**x**		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	**x**		
Is furniture and equipment selected, adjusted and located appropriately?	**x**		

Section 3: How does your Academy deliver materials in other formats?

Question	**Yes**	**Partly**	**No**
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	**x**		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	**x**		

Do you have the facilities such as ICT to produce written information in different formats?		**x**	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		**x**	

St Meriadoc Infant and Junior Academy Action plan 2026 - 2029

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success criteria
Increase access to the curriculum for pupils with a disability.	Our schools offer a differentiated curriculum for all pupils.	All pupils make good progress irrespective of their SEN or disability. All pupils are able to access the curriculum independently and achieve success. Where barriers are identified, they are planned for, delivered and reviewed.	Effective differentiation in planning and use of variety of learning styles. Staff are aware of individual needs and suitably trained staff are employed to meet the pupils needs. Regular assessments of pupils needs against their Individual Educational Plan/EHCP. Provision is adjusted as required.	Class Teacher Headteacher TAs & 1:1s SENCO	Pupils make good progress from their starting points. They are engaged and excited about the activities set for them and they are able to access their learning independently or with a supported adult.

	• We use resources tailored to meet the needs of pupils who require support to access the curriculum.	All pupils have independent access to their learning.	Where it is identified that a pupil requires modifications to resources in order to access the curriculum, external agencies may be consulted to ensure the best equipment is used. For example, specialist software, sloping desk, adapted chair.	Class teacher SENCO Headteacher	Pupils make good progress from their starting point. They are engaged in the activities set for them and they are able to access the curriculum with the relevant resources.
	• Curriculum progress is tracked for all pupils, including those with a disability.	All pupils are assessed and tracked effectively to show progress from their starting point. When progression has been identified at a significantly slower rate than their peers despite intervention, alternative assessment	All teachers are trained in using the schools tracking system. Regular moderation takes place within the MAT to ensure the consistency of assessment.	Class teacher SENCO TAs & 1:1.	

		systems may be introduced such as Early years developmental journal and PIVATS.			
	The curriculum is reviewed to make sure it meets the needs of all pupils.	Curriculum leaders ensure they are up to date with the latest information and training. Curriculum leaders liaise with the SLT and SENCO to ensure access is broad and ensure inclusion of pupils with special educational needs and/or disability.	Regular learning walks carried out by SLT and curriculum leaders to ensure the consistency across the schools. Regular learning walks by the SENCO to ensure that the learning activities is provide access and inclusion for all.	Class teacher Headteacher SENCO TA & 1:1 Curriculum leaders	
Improve the delivery of information to pupils with a disability.	Our schools use a range of communication methods to make sure information is accessible. This includes: -Internal signage Large print resources, printed on coloured paper.	Written material for pupils or parents is available in different formats.	Use coloured background for information on the Smart boards for those pupils who need it. The schools' administrative staff and teaching assistants will support and help	Administrative staff Class teacher SENCO	To be able to provide written information in different formats as and when required for individual purposes.

	-Braille -Pictorial or symbolic representations		parents access information and complete forms for them if necessary.		
Improve and maintain access to the physical environment.	The schools are built on one level most areas are accessible to wheelchairs. The environment is adapted to the needs of pupils as required. This includes: -Ramps -Disabled toilets and changing facilities. -Library shelves are at accessible height for wheelchairs.	Individual plans for pupils requiring additional access. Training for staff in supporting pupils' access. Personal Emergency Evacuation plans are drawn up for pupils who may need assistance to leave the school buildings in an event of a fire.	Key staff to be trained in the use of additional equipment as needed for identified pupils such as manual handling training.	All staff to ensure all areas are maintained to ensure accessibility.	Schools are equipped as appropriate.

Current priorities

Paint the steps outside Reception and outside of the Year 2 classroom (2W).