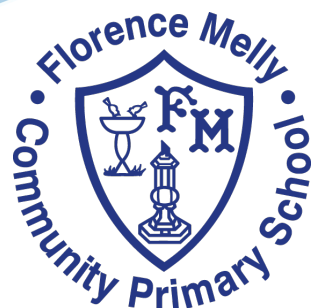


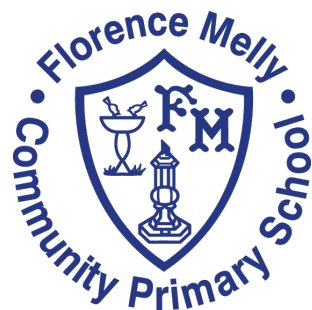


Florence Melly Community Primary School

Disability and Accessibility Plan

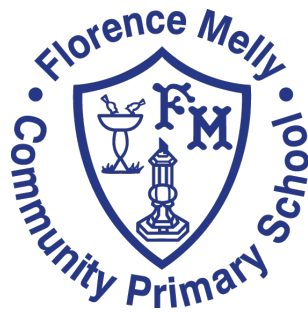
Policy Title:	Disability and Accessibility Plan		Date written:	February 2024
Written by:	Aaron Leach (Headteacher)/Christina O'Keefe (Deputy Headteacher/Inclusion Lead)		New or revised policy:	Revised (Version 3)
Implementation	Date of ratification:	Date presented to staff:	Date of renewal:	
	October 2026	September 2026	September 2027	





Policy Version Control

Date of Update	Overview of changes made	Version
October 2025	Annual update to reflect the current provision/aims and objectives.	V2
September 2026	Annual review completed. Accessibility priorities, access audit findings and action plan updated to reflect current pupil, staff and community needs. Strengthened arrangements for governor monitoring, educational visit accessibility, transition planning, reasonable adjustments, medical accessibility, digital accessibility and future premises development. Success criteria and monitoring processes reviewed to support continuous improvement and compliance with the Equality Act 2010.	V3



Disability and Accessibility Plan

September 2026

Aims and alues

Our aim is to reflect the great work we do for all our children no matter what their challenges. To show what values we promote and explicitly teach in our curriculum, so we help build great children who are a credit to themselves, their family and their school. Children whom are tolerant, ambitious, caring, resilient and understanding of themselves and others.

We want our children to try their best in all that they do – to aim high to achieve the best they can, and to truly invest in our mantra – **‘if you can dream it, you can do it.’**

Responsibilities

- Governing Body: approves the plan, receives annual progress reports, and holds leaders to account.
- Headteacher: overall implementation and resource allocation.
- SENCO/Inclusion Lead (Accessibility Lead): coordinates the plan, access audits, reasonable adjustments, PEEPs, staff guidance, accessibility training, action planning and annual reporting to governors.
- Site Manager: oversees physical environment adaptations and maintenance derived from the access audit.
- Curriculum/Subject/Phase Leaders: ensure curriculum adaptations, assessment arrangements, and inclusive enrichment.
- All staff: implement reasonable adjustments and inclusive classroom practices.

Publication

This policy is published on the school website.

Communication of the Accessibility Plan

The Accessibility Plan is shared with all staff through induction, annual safeguarding and SEND updates, and staff briefings. Governors receive the plan as part of their monitoring responsibilities. Parents and carers can access the plan on the school website or request a paper copy from the school office. Key updates and accessibility improvements are communicated through newsletters, parent meetings and the school's digital platforms. Pupils are informed of relevant changes through assemblies, class discussions and pupil voice activities.

Consultation

The plan was informed by consultation with pupils, parents/carers, staff, governors, and external professionals (e.g., health and advisory services). Key themes included communication formats, sensory environment considerations, and support for educational visits; these are reflected in the action plan.

Monitoring and Reporting

The SENCO/Inclusion Lead will maintain an Accessibility Action Log, including evidence of impact (e.g., participation data, adjustments implemented, parent feedback). Termly: progress reviewed by SLT. Annually: a written report to the Governing Body detailing completed actions, impact against success criteria, and items rolled forward, alongside any reasonable adjustments made during the year.

Governor Monitoring

The Link Governor(s) with responsibility for SEND and Inclusion/Equality will undertake an annual review of accessibility arrangements, including physical access, curriculum access and accessibility of information. Findings will be reported to the Governing Body and inform future action planning.

Annual monitoring will consider:

- Number of accessibility concerns raised.
- Number of reasonable adjustments implemented.
- Accessibility-related complaints.
- Participation of pupils with disabilities in trips, clubs and enrichment activities.
- Completion of accessibility actions.
- Parent and pupil feedback.

Evaluation and Continuous Improvement

The Accessibility Plan is a dynamic document and will be updated in response to emerging needs, pupil voice, parental feedback, access audit findings and changes to statutory guidance. The SENCO/Inclusion Lead will evaluate the impact of actions termly, identifying successes, barriers and next steps. Findings will inform future planning and contribute to the school's self-evaluation processes. Where actions are not completed within the planned timeframe, they will be reviewed, reprioritised and rolled forward with clear rationale.

Inclusion and Equality Statements

Our school is an inclusive school. We aim to make all children feel included in all our activities. We aim to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage and insist upon, equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

Reasonable Adjustments

Where a disabled pupil would otherwise be at a substantial disadvantage, the school will anticipate and implement reasonable adjustments without delay. Adjustments may include changes to policies or practice, auxiliary aids/services (e.g., assistive technology, adult support), or physical changes where feasible. Adjustments will be agreed with pupils and/or parents and kept under review.

The school recognises that accessibility includes the support of pupils with medical conditions. Accessibility considerations will be reflected within Individual Healthcare Plans, medical risk assessments and emergency planning arrangements.

Staff Training and Professional Development

Staff receive ongoing training to ensure they understand their responsibilities under the Equality Act 2010 and are confident in implementing reasonable adjustments. Training includes annual refreshers on inclusive practice, SEND needs, assistive technology, and accessibility expectations. Role-specific training (e.g., medical, physical, sensory, communication needs) is provided as required. New staff receive accessibility and inclusion guidance as part of their induction. Training needs are reviewed termly and feed into the Accessibility Action Plan.

Introduction

At Florence Melly Community Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum and that 'if they can dream it, they can do it.' This should take account of their individual strengths and needs and should allow each child to fulfil their full potential.

This Accessibility Plan is prepared and published in accordance with Schedule 10 of the Equality Act 2010. It sets out how the school will: (1) increase the extent to which disabled pupils can participate in the curriculum, (2) improve the physical environment to enable disabled pupils to take better advantage of education and associated services, and (3) improve the delivery of information to disabled pupils.

Aims and Objectives

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with parents, staff and governors and will advise other school documents.

This plan covers a three-year period (Oct 2024 - Oct 2027). Progress will be reviewed and reported annually to the governing body, with a full refresh at least every three years. Annual updates may add, remove or roll forward actions based on impact and emerging needs.

Alignment with the School Development Plan

The Accessibility Plan aligns with the School Development Plan (SDP) to ensure that accessibility, inclusion and equality objectives are embedded within whole-school strategic priorities. Actions arising from this plan inform relevant SDP strands, including curriculum development, behaviour and attitudes, leadership and management, and the physical learning environment. This ensures that accessibility improvements are planned, monitored and resourced as part of the school's wider improvement cycle.

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Liverpool Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where necessary.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue an raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school by the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Access Audit

A whole-site access audit was completed in October 2025 and will be updated annually. Key domains reviewed: external approach and parking, entrances and reception, circulation spaces and classroom access, toilets and hygiene, acoustics and lighting, way finding/signage, and emergency egress. The audit outcomes inform the action plan and priorities (see Appendix A: Access Audit) and will guide capital and maintenance planning.

Targets relating to Physical Access

Target	Strategy	Timescale	Success Criteria/ Evidence of Impact
To be aware of the access needs of any disabled children, staff, parents, carers or governors.	▪ Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') the school building and grounds. ▪ Create access plans for individual disabled children as part of the SEND process. ▪ Ensure staff and governors can access areas of school used for meetings and gatherings.	Ongoing/as necessary	▪ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ▪ Individual access plans/PEEPs in place within 10 school days of need being identified.

Target	Strategy	Timescale	Success Criteria/ Evidence of Impact
	- Reminder to parents and carers through newsletters to let us know if they or their children, have problems with access to areas of school building or grounds. - Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.		- Zero missed curriculum/parent events due to access barriers (termly monitoring). - Evacuation chair staff trained and drill outcomes recorded.

Targets Relating to Curriculum Access

Target	Strategy	Timescale	Success Criteria/ Evidence of Impact
Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as are the able-bodied pupils.	- SENDCO to provide staff training through bespoke workshops supporting SEND: Autism, ADHD, Responsibilities and Reform. Specialist training ie tracheostomy, diabetes, epilepsy given to appropriate staff by outside specialists. - To improve access to the curriculum for all, by organising appropriate intervention where needed. This may be for Maths, English, SALT, Social and emotional interventions, mental health and motor skills. - To provide SEND support in class to those in need. - To provide a differentiated curriculum for those children with Global Delay at their developmental level. - Annual whole-school refresher on Equality Act duties, reasonable adjustments, and inclusive classroom practice. - Induction module for all new staff. - Role-specific training (e.g., diabetes, epilepsy, tracheostomy) delivered by specialists and refreshed per clinical guidance.	Ongoing/as necessary	- Enhanced awareness of diversity and full inclusion for pupils with SEND. - Improved quality of teaching and learning for children with SEND, high quality teaching , good and outstanding for children with SEND. - SEND team to work in classes where needed to provide support. - Differentiation in books seen by monitoring by SENDCO and SLT. - Staff completion rates for SEND workshops ≥ 95%; post-training surveys show increased confidence. - Intervention entry/exit data shows expected progress for targeted pupils. - Adaptive teaching evidenced in monitoring/ learning walks/ book looks.

Target	Strategy	Timescale	Success Criteria/ Evidence of Impact
	▪ Termly evaluation of training impact (staff surveys/learning walks) feeding into the action plan. ▪ Ensure accessibility considerations form part of all educational visit risk assessments and visit planning documentation. ▪ Ensure enhanced transition arrangements are planned for pupils with disabilities when moving between classes, phases of education or schools.	Ongoing/as necessary	▪ Transition plans completed and evaluated for identified pupils.

Targets Relating to the Delivery of Information

Target	Strategy	Timescale	Success Criteria/ Evidence of Impact
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe	▪ To provide school information in a variety of formats school website, dojo, twitter, letters home, leaflets and verbally to those parents or visitors with literacy difficulties. ▪ For information to be available in other languages or through interpretation in a timely manner where necessary. ▪ For all information to be available in plain English without the use of jargon, abbreviations or un-necessary words. ▪ To use correct punctuation, clear fonts, preferred formats (where known) for all information. ▪ Provide accessible formats where requested, including large print, audio, and Braille/embossed (via LA or specialist providers) within a reasonable timeframe. ▪ Ensure the school website continues to meet the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations and maintain an up-to-date website accessibility statement.	Ongoing/as necessary	▪ Reduction in missing appointments, events, school information. ▪ Translation/interpretation requests fulfilled within 10 working days. ▪ Website accessibility statement published; periodic checks against WCAG 2.2 AA completed.

Summary of Key Priorities for 2026 - 2027

- Improve accessibility signage (high contrast, tactile, Braille).
- Develop quiet/low-stimulus areas for pupils with sensory processing needs.
- Increase inclusive playground equipment.
- Maintain and annually update access audit and action logs.
- Further develop sensory-friendly environments and classroom adaptations for pupils with sensory processing, autism and communication needs.

Appendix A: Access Audit (October 2025)

This Access Audit provides a structured assessment of the school's physical environment, pathways, signage, classrooms, facilities, and emergency arrangements. The findings inform the Accessibility Action Plan and future capital planning. The audit will be reviewed **annually** and updated **every three years** or sooner if substantial changes are made to the site.

Accessibility considerations will be incorporated into premises development, refurbishment projects, procurement decisions and capital works wherever reasonably practicable.

1. External Access & Approach

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Car Park & Drop-off	Marked bays; level surface	Dedicated disabled parking close to entrance		Ensure bay markings remain visible; repaint as required
Pathways to Main Entrance	Smooth, step-free routes	Adequate width for wheelchairs; good lighting		Monitor for uneven surfaces in winter/after weather damage
Entrance Signage	Clear main school sign	Consider tactile/contrast signage for visually impaired users		Improve signage around all areas of the school site.

2. Entrances & Reception

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Main Entrance Door	Wide, step-free; controlled entry	Accessible for wheelchair users (when opened fully)		Routine maintenance checks
Internal Lobby Doors	Wide, step-free; controlled entry	Accessible for wheelchair users (when opened fully)		Routine maintenance checks
Reception Desk	Standard height	Lowered section not present		Office staff to support as necessary

3. Internal Circulation & Classroom Access

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Corridors	Wide and kept clear	Suitable for mobility aids; good visibility		Maintain clutter-free

Classroom Doors	Wide	Accessible for wheelchair users (when opened fully)		Routine maintenance checks
Furniture Layout	Flexible in most rooms	Ensure consistent accessibility to grouped tables		Monitor via learning walks and teacher planning

4. Toilets & Hygiene Facilities

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Accessible Toilet	Fully functional; grab rails fitted	Meets basic standards		Update fixtures as needed
Changing/ Hygiene Spaces	Changing table available	Suitable for pupils with physical needs		Ensure equipment is inspected and maintained
Signage	Standard printed signage	Consider Braille/contrast signage		Install accessible signage

5. Sensory Environment (Lighting, Acoustics, Displays)

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Lighting	Mixture of natural and artificial	Some areas may be overly bright		Add diffusers or adjustable lighting where needed
Acoustics	Effective	Busy corridors can be echo-prone/softened by the use of acoustic dimply boards		Maintain as necessary
Visual Displays	High-quality, colourful	Could overwhelm pupils with sensory needs		Offer low-stimulus areas across the school site e.g. breakout spaces/calm zones.

6. Way-finding & Signage

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
General Signage	Requires improvement	Add tactile and high-contrast formats		Review and update whole-school signage

Maps/ Directories	Provided online	None inside building		Create simple floor plan posters for visitors to be issued by office staff on arrival.
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7. Emergency Evacuation & PEEPs

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Evacuation Routes	Clearly signposted	Step-free alternatives in place		Continue regular termly checks
PEEPs	Individual PEEPs in place for pupils/ adults requiring support	Updated as needs change		Review each term or when needs change
Evacuation Equipment	Evacuation chair available	Staff trained in use		Annual refresher training schedule

8. Outdoor Learning & Playground Areas

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Playground Surfacing	Generally even/good condition	Some older areas uneven or of poor quality e.g. allotment astro area.		Add resurfacing to phased maintenance plan
Outdoor Learning Spaces	Accessible routes available	All surfaces are wheelchair-friendly		Maintain as necessary
Equipment	Wide range available	Consider inclusive play options		Purchase accessible play equipment

9. ICT & Assistive Technology

Area Assessed	Current Position	Accessibility Considerations	RAG	Actions Required
Classroom Devices	Laptops/iPads available	Ensure availability of accessibility settings		Audit devices annually

Assistive Software/ Technology	Not currently freely available	Not installed on devices		Standardise installations across devices Develop a catalogue of assistive technologies available within school, including text-to-speech, speech-to-text, screen readers, visual supports and accessibility functions available through school devices.
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Appendix B: Parent-Friendly Summary

Our Accessibility Plan - What It Means for You and Your Child

At Florence Melly Community Primary School, we want every child - and every family - to feel welcome, included and supported. We want them to feel part of our Flo Melly Family. Our Accessibility Plan explains how we make sure all pupils, including those with disabilities or additional needs, can fully take part in school life.

What This Plan Does

Our Accessibility Plan sets out how we will:

- Make learning accessible for all pupils, including through adapted lessons, extra help, or specialist equipment.
- Ensure the school building is accessible, safe and easy to move around.
- Communicate clearly with families by offering information in different formats or languages if needed.
- Remove barriers so that every child can join in with trips, clubs, events, and all parts of school life.

If Your Child Needs Adjustments

We are committed to working with you to identify and make the right adjustments as quickly as possible. These may include:

- Adapted teaching approaches or resources
- Additional adult support
- Changes to classroom layout or seating
- Support for medical or physical needs
- Help during transitions or unstructured times

If you think your child needs additional support or an adjustment:

- 1. Talk to us** - You can speak to your child's class teacher or contact our SENCO directly.
- 2. We will listen** - We want to understand your child's needs from your point of view.
- 3. We will act quickly** - Most adjustments can be put in place within 10 school days, and we will keep you updated as we put support in place.
- 4. We will review support regularly** - Adjustments are checked, reviewed and updated to make sure they are helping your child.

Who to Contact

If you ever have concerns about access, communication, or your child's inclusion in activities, please get in touch. Our Deputy Headteacher/SENCO/Inclusion Lead: Christina O'Keefe is available to help. You can contact her through the school office, phone or email.

Where to Find More Information

- The full Accessibility Plan is available on the school website.
- Paper copies are available from the school office.
- If you need the information in another language or format (large print, audio, plain English), we can provide this—just ask.

Our Commitment

We believe that **"if you can dream it, you can do it"**, and we work every day to make sure our school is a place where every child can thrive.

Appendix C: Pupil-Friendly Overview

How We Make Our School Easier for Everyone to Use

We want our school to be a place where **every child feels welcome**, safe and able to do their best. Here's how we help make that happen.

What We Do...

Help everyone learn

- Teachers can change lessons or give different resources to help you learn.
- You can have quiet spaces, special tools, or extra help if you need it.

Make moving around school easier

- We keep corridors clear and make sure classrooms are easy to get around.
- We help children who might need ramps, lifts, or other support.

Make information easy to understand

- We try to explain things clearly.
- We can use pictures, bigger writing, simple words, or different languages.

What You Can Do If You Need Help

1. Talk to an adult you trust - Your teacher, TA, or any adult in school is there to help you.

2. Tell us what is difficult - Maybe it's reading something, moving around, noise, or joining activities.

3. We will find a way to help - We might give you different equipment, adjust the task, find a quieter space, or make changes so you can join in.

What Changes You Might See

- Quieter areas for children who get overwhelmed
- Different chairs, cushions or tools in classrooms
- Adults helping with moving, equipment, or medical needs
- Ramps, signs or special equipment around school
- Extra help during lessons or playtimes

Remember

If something is hard for you, **you don't have to struggle on your own**. Just ask - **we're here to help!**