

DATE: 1st May 2025

Accessibility Plan

The Acorn Partnership:
Long Lane Church of England Primary
Marston Montgomery Primary



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 school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

The Acorn Partnership aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The vision for both our schools is focussed on welcoming all children into our school family and supporting all our children to achieve their full potential.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan. This includes links between the two schools and in the trust.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and LAC members of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools are required to 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. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

The schools also recognise their responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively

- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

Strategy 1

Increasing the extent to which disabled pupils can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
 - Provide training to all staff on the importance of the adapting the curriculum and its delivery within the classroom.
 - All curriculum leads to ensure that progression documents and lesson planning have clear adaptations included
 - SENCO to work closely with class teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with SENCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for disabled pupils to co-curricular activities and school visits.
 - Risk assessment and planning of trips to include accessibility references
 - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
3. Ensure that all pupils feel supported and included within the school.

Strategy 2

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an access audit every two years to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:

- Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access

2. Lighting

- Provide adequate lighting in all areas of the school environment

3. Toilets

- To have sufficient disabled toilets available along with appropriate hand washing facilities.

Strategy 3

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

5. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium, and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>ST – Ensure planned curriculum includes adaptations for pupils</p> <p>ST – Ensure resources are accessible for all pupils. Adapt resources so that they meet the needs of all pupils</p> <p>LT – Ensure resources include examples of people with disabilities, purchase books which include people with disabilities</p> <p>MT – Develop assessment of foundation subjects to</p>	<p>Staff plan units and include suggested adaptations for pupils</p> <p>Teachers and LSAs adapt resources so that they are suitable for pupils in their classes</p> <p>Teachers ensure resources include people with disabilities</p> <p>Purchase books which include people with disabilities</p> <p>Consider assessment and how this evidences progress made by pupils with disabilities</p>	<p>Teaching staff</p> <p>Teaching staff and LSAs</p> <p>Teaching staff</p> <p>English lead / teaching staff</p> <p>Teaching staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>December 2025 / ongoing</p> <p>December 2025</p>	<p>Plans evidence adaptations</p> <p>Books / learning walks evidence adaptations</p> <p>Resources include people with disabilities</p> <p>The library includes books w/ people w/ disabilities</p> <p>Assessment evidences progress made by all pupils</p> <p>Curriculum is reviewed and amended</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.	ensure it includes pupils with a disability LT – Continually review the curriculum to ensure it meets the needs of pupils	Staff review the curriculum and amend it to meet the needs of all pupils	Teaching staff	Ongoing	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: 1. Ramps 2. Disabled toilets and changing facilities	LT – Continue to maintain the environment so it is accessible to all	Plan for any maintenance to be carried out	EHT / SBO	Ongoing	Buildings and outdoor environment are accessible to all
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	LT – Continue to review communication methods to ensure they meet the needs of all.	Adapt communication methods as needed.	EHT / SBO	Ongoing	Communication is accessible to all

6. Monitoring arrangements

This document will be reviewed every two years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Academy Committee

7. Links with other policies

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

- 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

Appendix 1: Accessibility audit: LLPS

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	N/A		
Corridor access	Corridor is wide enough for a wheelchair	None		
Entrances	Have access by a ramp where needed	None		
Ramps	There is a ramp to access the office door	None		
Toilets	There is an accessible toilet	None		
Reception area	Is accessible	None		
Internal signage	Suits the needs of school community	None		
Emergency escape routes	Two routes have flat floor access. One route has a step, staff would support pupils w/ physical needs to exit the building	None		

Appendix 2: Accessibility audit: MMPS

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	N/A		
Corridor access	Corridor is wide enough for a wheelchair	None		
Entrances	Have access by a ramp where needed	None		
Ramps	There is a ramp to the outdoor area	None		
Toilets	There are two accessible toilets	None		
Reception area	Is accessible	None		
Internal signage	Suits the needs of school community	None		
Emergency escape routes	All routes have flat floor access.	None		