



Accessibility Plan 2025 - 2027

Mersea Island School

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**PROUD TO BE A
MUSIC MARK
SCHOOL**

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Sharing our vision

Mersea Island School is proud to be at the heart of our island community. We recognise the importance of strong partnerships and work together, closely, with all members of our community to provide our pupils with a wide range of learning opportunities, both within and beyond the school setting. Our school culture is founded on the belief that every child has the capacity to be successful. We believe learning should be enjoyable and memorable and embrace the creative aspects of the curriculum.

Our curriculum drivers are based on:

Community
Aspiration
Respect
Enjoyment

At our school we care about each and every child and their family. We pride ourselves on the strength of our relationships and we encourage open and honest conversation which is based on mutual respect and a shared view that every child leaves us having achieved the very best they possibly can. We equip our pupils with the necessary life skills to be successful, kind and respectful members of the wider world.

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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

At Mersea Island School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. 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.

Our school's Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the Complaints Procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including pupils, parents, staff, governors and the advice of external agencies.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	• Our school offers an adaptive approach to the curriculum for all pupils, with appropriate scaffolding. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is closely monitored and tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for all pupils, including those with additional needs. • The curriculum is reviewed to make sure it meets the needs of all pupils. • We work closely with the School Inclusion Partner from the LA and are proactive in seeking further support and/or taking action at the point of need. • All educational visits are accessible to all	To continue to build on this strong practice. To continue to maintain a virtual offer to pupils who are unable to attend school due to medical reasons.	Continue to implement our agreed approach. Maintain communication with all stakeholders, including the LA Inclusion Partners. To gather pupil voice. To seek swift advice and take any necessary action by working collaboratively with external providers and agencies.	SLT and all staff and governors. Inclusion Manager Mrs A Khan	Ongoing Ongoing throughout the academic year	Pupil outcomes will reflect good progress. Pupil voice will evidence positive attitudes towards learning. Parent voice will evidence the impact of our inclusive practice on ensuring their children are able to thrive.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	To continue to improve the school environment and accessibility to all areas of the school site for those with disabilities. To ensure purchases of new equipment and resources include those which are accessible to all pupils.	Maintain newly resurfaced ramps and outside spaces. To ensure classroom spaces are fully accessible and adapted accommodate pupils with physical disabilities.	HT and SLT, including Inclusion Manager	Ongoing	All members of the school community will be able to access all buildings and be able to participate fully in all activities and events.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Visuals are used to support communication across the school. • Equipment to support hearing impaired pupils is used as part of daily practice. • An adaptive and tailored approach to teaching and learning is embedded and monitored carefully to ensure we are best meeting pupil needs.	To continue to work closely with families in order to plan effective, personalised programmes of support, particularly with our youngest pupils, starting in Nursery.	Inclusion Manager to attend Nursery One Planning meetings. Nursery Manager & Inclusion Manager to work in close partnership to establish strong working relationships with parents and to work collaboratively with the School Inclusion Partner and external agencies.	All staff Nursery Manager Mrs A Clarke Inclusion Manager Mrs A Khan	Ongoing Within each academic year.	All pupils will be well equipped and able to access all information and all learning opportunities. This will include those which are available to them outside of school hours as part of our extra-curricular provision and extended learning.

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 Headteacher & Inclusion Manager.

It will be approved by the Curriculum Committee of the Governing Board.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy
- Child Protection Policy

This policy was reviewed, revised and approved by Curriculum and Pupil Committee in June 2025.

Next review date: June 2027