Learning, growing, achieving-TOGETHER.

# St Meryl School Accessibility Plan 2024-2026

Rationale: To support the inclusion and learning of all children by overcoming barriers of access and participation within the St Meryl School Family.

**Our school's vision:**

At our school we will provide a safe and stimulating learning environment which challenges all learners and promotes outstanding achievement.
We encourage all members of our learning family to be open, honest and accepting of others.
We seek to instil a thirst for and love of life-long learning in everyone who is a part of this family.
Everyone at our school works as a team; supporting, encouraging and caring for all who join us on their learning journey.

Documents that need to be read in conjunction with this plan:

- SEND policy
- The school's core offer for SEND
- The School's SEND report
- Inclusion Policy
- Equalities Plan
- Equal opportunities Policy
- P.S.H.E and C Policy
- School development plan
- S.S.E schedule
- Asset Management Plan
- Mental health and Wellbeing Policy
- The School's Pupil premium Impact plan
- The School's Sports Premium plan
- The school's Supporting Pupils with English as an Additional Language policy

| **Target** | Strategies/actions | Outcome | Time Frame | Success criteria | Evaluation of Impact |
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| **To make the necessary adjustments to the Key Stage 2 building so that those children with physical needs can access facilities effectively.** | 1. Adapt disabled toilet for pupil's use. | Y5 toilets adapted to meet the accessibility needs of pupils. | Toilets adapted ready for September 2024 | Pupils using the toilet safely. | Children can use the toilet independently, calling for assistance in a manner which maintains their dignity. (April 2025) |
| **To make the necessary adjustments to the Butterflies Classroom so that those children with additional needs can access learning effectively.** | 1. Adjust the physical environment to meet the needs of the pupils.<br>2. Adapt the curriculum and learning for the pupils who attend Butterflies.<br>3. Maintain a high adult-to-child ratio with trained staff, under the oversight of the SENCo<br>4. Facilitate gradual exposure to mainstream classrooms<br>5. Hold regular planning meetings with parents, | - Pupils feel safe and comfortable in their learning environment.<br><br>- Pupils engage in meaningful, personalised learning<br><br>- Pupils receive the targeted support they need to develop | The Butterflies Room will be fully operational by Sept 2024 | Butterflies group will be accessed every day by the pupils who need it. | Butterflies is used currently by 5 pupils – some moving into the mainstream setting more frequently (Mar 2024)<br><br>Butterflies used by 4 |

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| | SENCo, and other professionals.<br>6. Implement a clear and consistent routine to help children feel secure. | - Pupils transition successfully and confidently into mainstream settings<br><br>- Pupils benefit from a coordinated and consistent approach<br><br>- Pupils develop confidence and self-regulation skills | | | pupils with some moving into the mainstream more frequently. Butterflies is also used for some smaller group SLCN interventions too, enabling the wider school community to access the resource too. The installation of a fence to create a secure garden has also enabled |

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| | | | | | children to have a safe, free flow to the outside area (April 2025) |
| **Increase even further opportunities for disadvantaged pupils to access opportunities they might not otherwise be able to and continue to remove any barriers to their achievement** | 1. HT to continue to meet with disadvantaged pupils to share work and learning and get their feedback and comments on a termly basis.<br>2. HT to continue to exploit networks and links with sporting, cultural and arts providers so that opportunities are created in the school for pupils to engage in great learning opportunities.<br>3. Continue to use pupil premium funding to plan tailored and bespoke provision and opportunities for disadvantaged pupils. | Individual files will form a good record of the progress being made by these pupils. | On-going | Disadvantaged pupils will be engaged in a range of extra-curricular activities and fully involved in educational opportunities provided in the school. They will develop good self-esteem, confidence and leadership skills. They will | Agencies such Youngs Carers and SWHP are used to support pupils and their families. These depend on parental permission so school cannot always access these avenues of support as much as needed. Most parents do |

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| | 4. Continue to provide support for this group of pupils and their families with SEMH.<br>5. Continue to provide a homework club for these pupils. | | | make great progress. | agree and find the support useful.<br>One Page Profiles and All About Me booklets are used to share information with key staff. (April 2025) |
| **To continue to meet the social and emotional needs of our children and their families.** | 1. Continue to run the nurture group at least once per week for some of our more vulnerable pupils.<br>2. Continue to allocate funding to provide counselling for those that need it.<br>3. Continue to support families through Families First assessments, daily 'touching-base' and with our school-based family support worker. | Package of support in place for pupils | On-going. | The achievement of these more vulnerable pupils will be in line with their peers. | Information on various parenting courses and support groups are regularly sent out. As parents sign up for these outside of school, it can be difficult to know the up- |

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| | | | | | take of these. DSPL9's EBSA package is used and accessed when needed. SENCo has Advanced Mental Health Lead qualification as funded by DfE (April 2025) |
| **Continue and further enhance the promotion of diversity, tolerance and British values.** | 1. Organise another diversity week during 2024-2025<br>2. Continue to use classroom and school display to promote the different cultures represented in the school.<br>3. Continue to plan assemblies that educate and inform children about cultural diversity. | Week planned.<br><br>Display rota is updated every year with new displays going up every half-term.<br><br>Subject leaders to review | | Cultural diversity celebrated and the school community's understanding of this increased.<br><br>Curriculum updated and | |

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| | 4. RE subject leader to monitor plans to ensure there are good links being made to SMSC.<br>5. All subject leaders to review the schemes of work for every subject to ensure they reflect diversity and equality.<br>6. Work with parents to develop the updated RSE curriculum. | curriculum in the Summer of 2024, then again in the summer of 2025 | | shows that the diversity of our school community is reflected well.<br><br>New RSE scheme of work developed and implemented. | |
| **To support further families and pupils before entry to the Nursery** | 1. Plan and develop a new format for the Summer New Intake meeting to include inviting parents in to school to experience a Nursery session. | To begin Summer 2025. | | Baseline assessments improve with the number of pupils joining us at age-related expectations increased in 2024 and 2025 | Close contact and dialogue with Little Hearts Pre-School as well as other local pre-schools. SENCo and EYFS staff holding transition meetings to discuss families |

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| | | | | | where more support might be needed. SENCo attends home visits with EYFS staff when there is a known need. Provision of 'All About Me' documents to families where there is a known need. (April 2025) |
| **To continue to develop ways to support pupils with English as an additional language or no English on entry to the school.** | 1. Continue to develop the school's 'Supporting pupils with EAL' policy.<br>2. Continue to utilise and exploit the support of E.A.L specialists in other schools to carry out a First language assessment of pupils on entry to school. | Policy presented to Governors in Autumn 2024 and shared with staff and pupils. | On-going. | EAL pupils making more rapid progress in the Early Years and families well-supported. | |