Learning, growing, achieving-TOGETHER.

St Meryl School Accessibility Plan 2026-2028

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
- R.S.H.E. and SRE 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
To make the necessary adjustments to the Butterflies Classroom so that children with additional needs can access learning effectively.	1. Adjust the physical environment to meet the needs of the pupil(s). 2. Adapt the curriculum and learning for the pupil(s) who attend Butterflies. 3. Maintain a high adult-to-child ratio with trained staff, under the oversight of the SENCo 4. Facilitate gradual exposure to mainstream classrooms 5. Hold regular planning meetings with parents,	Pupil(s) feel safe and comfortable in their learning environment. Pupil(s) engage in meaningful, personalised learning Pupil(s) receive the targeted support they need to develop	The Butterflies Room will be fully operational by December 2026	Butterflies class will be accessed every day by the pupil(s) who needs it.	

	SENCo, and other professionals. 6. Implement a clear and consistent routine to help children feel secure.	Pupil(s) transition successfully and confidently into mainstream settings Pupil(s) benefit from a coordinated and consistent approach Pupil(s) develop confidence and self-regulation skills			

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. 2. HT to continue to exploit networks and links with sporting, cultural and arts providers so that opportunities are created in the school for	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 extracurricular activities and fully involved in educational opportunities provided in the school. They	

	pupils to engage in great learning opportunities. 3. Continue to use pupil premium funding to plan tailored and bespoke provision and opportunities for disadvantaged pupils. 4. Continue to provide support for this group of pupils and their families with SEMH. 5. Continue to provide a homework club for these pupils.			will develop good selfesteem, confidence and leadership skills. They will make great progress.	

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. 2. Continue to allocate funding to provide counselling for those that need it. 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.	
Continue and further enhance the promotion of diversity, tolerance and British values.	1. Organise another diversity week during 2026-2027 2. Continue to use classrooms and school displays to promote the different cultures represented in the school. 3. Continue to plan assemblies that educate and inform children about cultural diversity.	Week planned. Display rota is updated every year with new displays going up every half term.		Cultural diversity celebrated and the school community's understanding of this increased.	

	4. RE subject leader to monitor plans to ensure there are good links being made to SMSC. 5. All subject leaders to review the schemes of work for every subject to ensure they reflect diversity and equality. 6. Work with parents to develop the updated RSE curriculum. 7. Continue "Celebration Days", where children are invited to dress in national costume and celebrate their culture.	Subject leaders to review curriculum in the Summer of 2024, then again in the summer of 2025		Curriculum updated and shows that the diversity of our school community is reflected well. New RSE scheme of work developed and implemented.	
To support further families and pupils before entry to the Nursery and Reception	1. Give presentations to new parents in our Transition Evenings about routines, expectations and help with any questions that parents have	Every June		Baseline assessments improve with the number of pupils joining us at age related expectations increased in 2026 and 2027	