



## MEDLAR-WITH-WESHAM C OF E PRIMARY SCHOOL ACCESSIBILITY PLAN 2025-2026



Medlar-with-Wesham C of E Primary School is a split-site school. The main school building was built in 1880. Since then, a number of extensions and internal modifications have taken place, but it remains on one level. It is accessible to wheelchair users as there is a ramp and a push-button entry at the front of school to the reception area. There is also a ramp to gain entry to the Dolphin classroom entrance and the entrance to EYFS is accessible. There is a shower/ changing room, but there is no disabled toilet in the main building at present. The pavilion building, built around a decade ago, is also accessible as it is all on one level. The pavilion building has a disabled toilet. Disabled parking is available on request at the community centre car park which is located at the top of Church Road.

At present there are no pupils on roll with a physical disability. However, if a pupil with a physical disability were to join the school, then that pupil may have their own risk assessment generated which would be reviewed regularly to ensure that we are meeting their needs and that the child is safe during the school day. There are no staff members with a physical disability, but we are aware of some parents who may require disabled facilities. The main building is used for after school clubs most days and the pavilion building is used each day for after school care and during the school holidays for a sports club that is run by an external provider.

### ACTION PLAN A: IMPROVING PHYSICAL ACCESS

In the last 12 months:

- Clearance of the paths around the sides of the pavilion building so that the outside adventure area can be accessed
- Walkway to the main outside adventure area improved
- Additional hardcore added to the path and areas around the outdoor gym equipment
- Outer doors to EYFS, Seahorse classroom and Dolphin classroom have push back and stay open facility
- Door stop wedges for all internal doors within the school buildings

REF	ISSUE/ITEM	RECOMMENDATIONS/ ACTIONS	TIME SCALE	PRORITY	COST	DATE COMPLETED
1	NO DISABLED TOILET IN THE MAIN BUILDING.	MAKE NECESSARY ADJUSTMENTS TO THE EXISTING STAFF TOILET/ SHOWER/ CHANGING ROOM.	SUMMER 2022	HIGH	QUOTE TO BE REQUESTED	NOT YET COMPLETED
2	DELIVERED ITEMS BEING LEFT IN THE CORRIDOR BY THE MAIN ENTRANCE.	ENSURE THAT DELIVERIES ARE MOVED FROM THIS AREA SWIFTLY SO THAT ACCESSIBILITY IS NOT REDUCED IN THIS AREA.	ONGOING	MEDIUM	NIL	SUMMER 2022
3	ITEMS FALLING OUT OF Y4 AND Y6 OPEN LOCKERS WHICH LIMITS FLOOR SPACE AND CREATES A TRIP HAZARD.	KEEP AREA CLEAR. MAKE CHILDREN AWARE OF THEIR RESPONSIBILITIES AROUND THIS- TO PUT FALLEN ITEMS INTO A LOCKER EVEN IF THE ITEMS DO NOT BELONG TO THEM.	ONGOING	MEDIUM	NIL	SUMMER 2022
4	THE FLOOR MAT BY THE ENTRANCE TO THE PAVILION BECOMES BUNCHED UP AND CREATES A TRIP HAZARD.	CREATE A MAT WELL BY THAT DOOR FOR A MAT TO BE FITTED INTO.	SUMMER 2021	MEDIUM	QUOTE TO BE REQUESTED	NOT YET COMPLETED
5	PARENTS/CARERS/VISITORS COMING INTO SCHOOL NOT BEING AWARE OF THEIR NEAREST FIRE EXIT OR PROTOCOL SHOULD THE FIRE ALARM SOUND.	ENSURE THAT EVERY PARENT/CARER/VISITOR WHO COMES TO SCHOOL, ESPECIALLY THOSE WHO WORK WITH THE CHILDREN WITHOUT A MEMBER OF SCHOOL STAFF PRESENT, ARE AWARE OF THEIR NEAREST FIRE EXIT OR PROTOCOL SHOULD THE FIRE ALARM SOUND.	ONGOING	HIGH	NIL	SUMMER 2022 ALL VISITORS NOW SIGN IN USING THE INVENTORY SYSTEM AND ARE MADE AWARE OF SAFEGUARDING PROTOCOL, FIRE EXITS AND FIRE DRILL PROCEDURES
<b>ISSUES/ ITEMS NEW FOR 2022/2023</b>						
6	CHILDREN QUEUEING FOR THEIR LUNCH AT	MAKE ADJUSTMENTS TO THE LUNCHTIME SYSTEM SO THAT THE	ONGOING	MEDIUM	NIL	SUMMER 2023

	DINNERTIME. THE DOOR FROM THE HALL INTO THE Y1 CORRIDOR BECOMES BLOCKED AND ACCESS IS RESTRICTED	LINE OF CHILDREN WAITING FOR THEIR LUNCH DOES NOT REACH THE DOOR TO ENSURE THAT THE DOORWAY DOES NOT BECOME BLOCKED AND ACCESS RESTRICTED.				CHILDREN NOW HAVE COLOURED BANDS AT LUNCHTIME. CHILDREN ONLY QUEUE WHEN THEIR LUNCH CHOICE IS CALLED.
7	YEAR 4 LUNCHBOXES ON THE FLOOR BEFORE THE DOORWAY TO THE HALL FROM THE YEAR 4 CORRIDOR- CAUSING A TRIP HAZARD	IF LUNCHBOXES ARE TO BE ON THE FLOOR, ENSURE THAT THEY ARE POSITIONED DIRECTLY UNDER THE HANGING COATS SO THE WALKWAY IS CLEAR	ONGOING	MEDIUM	NIL	SUMMER 2024 EXTRA STORAGE FOR LUNCH BOXES SECURED.

### ISSUES/ ITEMS NEW FOR 2023/2024

8	ITEMS LEFT ON THE FLOOR/ FALLEN FROM COATHOOKS NEAR THE EXIT TO THE PLAYGROUND FROM THE DOLPHIN AND TURTLE CLASSROOMS.	IT IS RECOMMENDED THAT THE COATHOOKS NEAREST THE DOOR ARE LEFT EMPTY SO THAT THIS CAN BE AVOIDED.	SEPTEMBER 2023	MEDIUM	NIL	SUMMER 2024 IMPROVED AWARENESS BY THE CHILDREN HAS LED TO AN IMPROVEMENT WITH THIS ISSUE. MORE COATHOOKS NEEDED IF THE Y5 COHORT IS LARGE SO THAT COATHOOKS CAN BE LEFT EMPTY NEAR THE DOOR. IN SEPTEMBER 2024, THE Y5 COHORT IS SMALLER THAN AVERAGE, SO THE COATHOOKS NEAR THE DOOR
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						SHOULD BE LEFT EMPTY.
9	PUPIL WITH A PHYSICAL DISABILITY NEEDING TO TRAVEL FURTHER DURING THE SCHOOL DAY AS THEIR CLASSROOM IS NOW IN THE PAVILION. THIS PUPIL HAS A SCHOOL DINNER SO WILL NEED TO TRAVEL TO AND FROM THE MAIN BUILDING AT LUNCHTIME EACH DAY.	A DESIGNATED ADULT WILL NEED TO BE ASSIGNED TO THE PUPIL EACH DAY TO ENSURE THAT SHE IS ABLE TO ACCESS THE MAIN BUILDING AND THE CHURCH FROM THE PAVILION WITH THE REST OF HER COHORT. IT IS RECOMMENDED THAT THE PUPIL IS MADE AWARE OF THE ADULT AT THE START OF THE DAY SO THAT THEY FEEL SECURE. THE ADULT WILL BE AWARE OF THE RISK ASSESSMENT THE PUPIL HAS IN PLACE.	SEPTEMBER 2023	MEDIUM	NIL (ADULT TO COMPLETE AS ONE OF THEIR AGREED DUTIES)	JULY 2024 THE RISK ASSESSMENT WAS ADHERED TO. THE PUPIL WAS ABLE TO TRANSITION BETWEEN SCHOOL SITES WITHOUT ANY ISSUES AROUND THEIR SAFETY. THE PUPIL HAS NOW TRANSITIONED TO SECONDARY SCHOOL.

### ISSUES/ ITEMS NEW FOR 2024/2025

10	THE SEATING PLANTERS HAVE BEEN MOVED FROM THE FIELD AT THE PAVILION, BUT THEY NOW BLOCK PART OF THE PATHWAY WHICH RESTRICTS ACCESS.	THE SEATING PLANTERS NEED TO BE MOVED TO THEIR PLANNED SPACE WHICH IS BESIDE THE COMMUNITY CENTRE TO PROVIDE A QUIET AND SAFE PLACE FOR CHILDREN TO SIT AT BREAK TIMES.	AUTUMN 2024	MEDIUM	NIL	JULY 2025 THE PLANTERS REMAIN ON THE PATH ALTHOUGH THEY HAVE BEEN MOVED TO THE SIDE SO THAT THE ENTRANCEWAY THROUGH TO THE PAVILION YARD IS CLEAR. THE CHILDREN DO USE THE PLANTERS AS SEATING IN THEIR CURRENT POSITIONS
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ISSUES/ ITEMS NEW FOR 2025/2026						
11.	THE MAT AT THE DOOR ENTRANCE TO THE DOLPHIN CLASSROOM LIFTS AND COULD CAUSE A TRIP HAZARD.	THE MAT NEEDS TO BE FIXED TO THE FLOOR WITH PARTICULAR ATTENTION PAID TO THE EDGES AND CORNERS. STAFF MUST ALERT THE HEADTEACHER AND/OR OFFICE STAFF IMMEDIATELY IF THEY ARE AWARE OF IT LIFTING.	AUTUMN 2025	LOW	NIL (SITE SUPERVISOR TO COMPLETE AS ONE OF THEIR AGREED DUTIES)	
12.	MORE PUPILS ARE TO BE EDUCATED IN THE SEAHORSE CLASSROOM WHICH COULD LEAD TO OUTER CLOTHING ITEMS BEING ON THE FLOOR AND COULD CAUSE A TRIP HAZARD	MORE HOOKS ARE NEEDED ON THE WALL OUTSIDE OF THE SEAHORSE CLASSROOM TO ACCOMMODATE THE ADDITIONAL OUTER CLOTHING. CHILDREN ARE TO ENSURE THAT ALL THEIR ITEMS ARE ON THEIR PEG AND ANYTHING THAT DOESN'T FIT WILL NEED TO BE PUT IN THEIR TRAY.	AUTUMN 2025	LOW	LOW PURCHASE OF ADDITIONAL HOOKS AND FITTINGS. SITE SUPERVISOR TO FIT AS ONE OF THEIR AGREED DUTIES	

## PLAN B: IMPROVING CURRICULUM ACCESS

In the last 12 months:

- Use of Insight tracker to track pupils' progress
- Progress tracker for SEND pupils and Pupil Premium pupils which also tracks attendance, behaviour and emotional health and well-being
- Meetings with parents/ carers of pupils who have an IPP monitored by recording on CPOMs
- Completion of more Early Help Assessments (followed by Early Help/ TAF meetings) with Parents/ carers to provide support for pupils who are struggling to engage in learning primarily because of SEMH needs
- Accessing outside support from the Inclusion and Engagement Support Team (three pupils)
- Accessing specialist teacher support (two pupils)

- Additional outdoor adventure sessions for pupils with SEMH and Physical/ Sensory needs
- Additional learning sessions for a child on a reduced timetable due to specific needs
- School had funded support from the outreach team at Stepping Stones Short Stay School for one pupil
- Close monitoring of pupils accessing RWInc to track progress and ensure that they are accessing the correct content
- Monitoring of SEND provision and interventions in each class by the SENDCo to ensure that SEND needs are being met

REF	ISSUE/ITEM	RECOMMENDATIONS/ ACTIONS	TIME SCALE	PRORITY	COST	DATE COMPLETED
1	DIFFERENTIATION IN TEACHING.	PROGRESS MEETINGS AND TRACKING TO IDENTIFY ANY ISSUES.	TERMLY FOLLOWING ASSESSMENTS	HIGH	CLASS TEACHER RELEASE TIME	SUMMER 2022
2	IPP'S PLANNED, SHARED AND REVIEWED WITH PARENTS/CARERS AND THE CHILD.	IF DURING THE COURSE OF THE ACADEMIC YEAR, A CLASS TEACHER IDENTIFIES A CHILD WHO THEY BELIEVE NEEDS AN IPP, THEY WILL INITIALLY DISCUSS THIS WITH THE SENCO. FOLLOWING THIS DISCUSSION, PARENTS/ CARERS (AND THE CHILD IF AGE/ ABILITY ALLOWS) WILL BE ASKED TO ATTEND A MEETING IN SCHOOL, WHERE THE CLASS TEACHER WILL OUTLINE THE CHILD'S AREAS OF NEED AND HOW THESE NEEDS WILL BE SUPPORTED IN SCHOOL. WITH THE AGREEMENT OF THE PARENTS/ CARERS (AND THE CHILD IF AGE/ ABILITY ALLOWS), THIS WILL BE THE CHILD'S INITIAL IPP. THE PLAN WILL USE CHILD-FRIENDLY VOCABULARY SO THAT IT CAN BE ACCESSED BY THE CHILD AND WILL USE THE PRONOUN 'I' SO	DECEMBER 2022	HIGH	CLASS TEACHER TIME	SUMMER 2022

		<p>THAT A CHILD CAN TAKE OWNERSHIP OF IT.</p> <p>FOR A CHILD WHO HAS ALREADY BEEN IDENTIFIED AS HAVING SEN AND HAS AN IPP, CLASS TEACHERS ARE, WITHIN THE FIRST TWO WEEKS OF EACH HALF TERM, TO REVIEW THE IPP DURING A MEETING IN SCHOOL WITH THE PARENTS/ CARERS AND THE CHILD SO THAT THEY CAN BE PART OF THE PROCESS. ONCE THE DOCUMENT HAS BEEN FINALISED, IT MUST BE UPLOADED ONTO 'TEACHER SHARE' ON THE SCHOOL'S IT SYSTEM AND A PAPER COPY MUST BE AVAILABLE IN THE CHILD'S CLASSROOM SO THAT IT CAN BE USED AS A WORKING DOCUMENT.</p>				
3	DELIVERY OF INTERVENTIONS.	INTERVENTIONS DELIVERED AS PLANNED BY THE CLASS TEACHER.	ONGOING	HIGH	CLASS TEACHER TIME TA RELEASE TIME	AUTUMN 2022 NOT FULLY COMPLETED
4	INTRODUCTION AND IMPLEMENTATION OF READ, WRITE INC.	ALL STAFF TO HAVE TRAINING IN HOW TO DELIVER READ, WRITE, INC.		HIGH	COST OF RESOURCES INSET (COST FOR TAS TO ATTEND)	AUTUMN 2022
5	CHILDREN'S MENTAL HEALTH AND EMOTIONAL WELL-BEING.	SEMH INTERVENTIONS DISCUSSED AND PLANNED BY THE CLASS TEACHER AND SENCO AS REQUIRED. INTERVENTIONS DELIVERED AND MONITORED.	ONGOING	HIGH	CLASS TEACHER TIME TA RELEASE TIME	AUTUMN 2022 NOT FULLY COMPLETED
6	SPECIFIC IT ADAPTATIONS AVAILABLE FOR	ENSURE THAT THE NEEDS OF ANY CHILD WHO REQUIRES IT	ONGOING	HIGH	DEPENDENT ON THE	AUTUMN 2022



	INDIVIDUAL PUPILS	ADAPTATIONS TO ACCESS THE CURRICULUM ARE MET			EQUIPMENT REQUIRED.	
ISSUES/ ITEMS NEW FOR 2022/2023						
7	IMPROVING BEHAVIOUR FOR LEARNING	INTERVENTIONS AND INDIVIDUAL TUTORING TO MEET THE NEEDS OF CHILDREN WHOSE BEHAVIOUR IS HAVING A NEGATIVE IMPACT ON THEIR LEARNING	ONGOING	HIGH	LEARNING MENTOR TIME	SUMMER 2023 THE INCREASING NUMBER OF PUPILS WHO REQUIRE THE INDIVIDUAL TIME OF THE PASTORAL LEAD HAS LED TO NOT ALL INTERVENTIONS BEING CONDUCTED ON A REGULAR BASIS
8	CHILDREN WITH SPECIFIC NEEDS HAVE ACCESS TO A SPECIALIST TEACHER	CHILDREN WITH ASC RECEIVE SPECIALIST INPUT CHILDREN WITH DIFFICULTIES ACCESSING THE CURRICULUM HAVE ACCESS TO THE SPECIALIST SUPPORT OFFERED BY THE STEPPING STONES SHORT STAY SCHOOL INCLUSION TEAM CHILDREN WITH A HEARING IMPAIRMENT HAVE ACCESS TO THE SERVICES OF A TEACHER OF THE DEAF	ONGOING	HIGH	STEPPING STONES SHORT STAY SCHOOL-DEPENDENT ON PACKAGE REQUIRED REACHOUT ASC (3 PUPILS): 23 hours to pay for = £2,185 +VAT Per term £728.34 +VAT	SUMMER 2023 SCHOOL UTILISED THE SERVICES OF STEPPING STONES SHORT STAY SCHOOL (ALTHOUGH THE LEVEL OF SUPPORT WAS RESTRICTED DUE TO STAFFING LEVELS THERE).  THREE PUPILS WITH ASC RECEIVED SUPPORT FROM REACHOUT ASC.  TWO CHILDREN WITH A HEARING IMPAIRMENT ACCESSED THE



						SERVICES OF A TEACHER OF THE DEAF. ONE OF THESE CHILDREN WERE SUPPLIED WITH SPECIALIST EQUIPMENT WHICH WAS PURCHASED BY SCHOOL
ISSUES/ ITEMS NEW FOR 2023/2024						
9	IMPROVING PUPIL'S MENTAL HEALTH AND WELL-BEING	<p>SCHOOL HAS PURCHASED THE myHappymind PROGRAMME TO BEGIN USE FROM SEPTEMBER 2023. THE UNITS IN THE PROGRAM WHICH ARE DESIGNED TO SUPPORT PUPILS IN THEIR EVERYDAY LIVES ARE:</p> <p><b>Meet Your Brain</b> – Learning about how our brains work.</p> <p><b>Celebrate</b> – Understanding our character strengths and celebrating ourselves.</p> <p><b>Appreciate</b> – Developing gratitude as a habit.</p> <p><b>Relate</b> – Building positive relationships.</p> <p><b>Engage</b> – Engaging with the world.</p>	ONGOING MONITORING	HIGH	HALF-DAY INSET TIME FOR TRAINING FOR ALL STAFF COST OF THE PACKAGE: £2000	SUMMER 2024 ALL CHILDREN ARE ACCESSING THE MYHAPPY MIND PROGRAMME IN THEIR CLASSES AND ASPECTS OF THE PROGRAMME ARE USED DURING OTHER STRUCTURED AND UNSTRUCTURED TIMES THROUGHOUT THE SCHOOL DAY.
10	PURCHASE A NEW DYSLEXIA PROGRAMME FOR IDENTIFIED PUPILS	PUPILS WHO HAVE BEEN IDENTIFIED AS HAVING ISSUES ASSOCIATED WITH DYSLEXIA BUT HAVE NOT RECEIVED A FORMAL DIAGNOSIS/ PUPILS WHO HAVE A FORMAL DIAGNOSIS REQUIRE ADDITIONAL INTERVENTION.	AUTUMN 2023	HIGH	NESSY DYSLEXIA PROGRAMME £22 PER YEAR PER PUPIL FOR 10 PUPILS (PRICE PER PUPIL IS	SUMMER 2024 SCHOOL WAS STILL REGISTERED WITH THE IDL SOFTWARE SO THIS WILL CONTINUE TO BE USED UNTIL THE

					DEPENDENT ON NUMBER OF LICENCES PURCHASED) ADDITIONAL SETS OF HEADPHONES IF REQUIRED	LICENCE EXPIRES. ADDITIONAL SETS OF HEADPHONES WILL NEED TO BE PURCHASED AT THIS TIME.
<b>ISSUES/ ITEMS NEW FOR 2024/2025</b>						
11	INCREASING POSITIVE BEHAVIOUR FOR LEARNING, INCLUSION AND ENGAGEMENT IN LEARNING IN THE CLASSROOM	THE PASTORAL LEAD IS AVAILABLE AND HAS PROTECTED TIME TO DELIVER INTERVENTIONS WHICH WILL ENCOURAGE CHILDREN'S ENGAGEMENT IN LEARNING. THE CHILDREN WILL HAVE INCREASED POSITIVE BEHAVIOUR FOR LEARNING, WHICH WILL LEAD TO FEWER INSTANCES OF NEGATIVE BEHAVIOUR IN THE CLASSROOM AND FEWER SUSPENSIONS FROM SCHOOL.	AUTUMN 2024	HIGH	PASTORAL LEAD THREE AFTERNOONS WEEKLY TO DELIVER THE INTERVENTIONS	JULY 2025 THE PASTORAL LEAD WENT ON MATERNITY LEAVE FROM JANUARY 2025. A POSITIVE IMPACT WAS BEING MADE. SOME OF THE DUTIES WERE TAKEN ON BY A TA. SUSPENSIONS FROM SCHOOL HAVE DECREASED SINCE SEPTEMBER 2024.
12	SPEECH AND LANGUAGE DIFFICULTIES FORMING A BARRIER TO LEARNING AND SOCIAL INCLUSION	THE PASTORAL LEAD IS AVAILABLE AND HAS PROTECTED TIME TO DELIVER INTERVENTIONS RECOMMENDED BY THE SPEECH AND LANGUAGE SERVICE TO SPECIFIC CHILDREN.	AUTUMN 2024	HIGH	PASTORAL LEAD THREE AFTERNOONS WEEKLY TO DELIVER THE INTERVENTIONS	JULY 2025 THE PASTORAL LEAD WENT ON MATERNITY LEAVE FROM JANUARY 2025. THE PASTORAL LEAD WORKED WITH A TA BEFORE SHE LEFT AND THE TA CONTINUED TO

						DELIVER THE INTERVENTIONS WHICH HAS SHOWN POSITIVE RESULTS
<b>ISSUES/ ITEMS NEW FOR 2025/2026</b>						
13	INCREASING NUMBER OF PUPILS WITH EHCPS (AND PUPILS AWAITING STATUTORY ASSESSMENT FOR AN EHCP) IN SCHOOL WHO REQUIRE ADDITIONAL ADULT SUPPORT	THE SENDCO WILL BE IN SCHOOL THREE FULL DAYS A WEEK FROM SEPTEMBER 2025. TIME FROM THIS WILL BE ALLOCATED TO THE CLASSES WITH EHCP PUPILS IN TO SUPPORT AND IMPLEMENT THE PROVISION STATED ON THE CHILD'S EHCP	FROM AUTUMN 2025	HIGH	SENDCO TIME IN CLASS TO SUPPORT THE TEACHER AND THE CHILDREN.	
14	DUE TO A LOWER NUMBER OF PUPILS IN SCHOOL, THERE WILL NOW BE A EYFS/ YEAR 1 COHORT, A YEAR 1/ 2 COHORT AND A YEAR 3 / 4 COHORT IN SCHOOL. THIS WILL AFFECT HOW SUBJECTS ARE DELIVERED	PLANNING AND TEACHING MUST TAKE THE DIFFERENT YEAR GROUPS AND ABILITIES WITHIN THESE YEAR GROUPS INTO ACCOUNT. MATHS IN PARTICULAR WILL NEED ADJUSTMENT TO FOLLOW THE RED ROSE SCHEME, WHICH IS CURRENTLY IN PLACE, AS IT IS DELIVERED BY YEAR GROUP. ALTERATIONS TO THE DAILY TIMETABLE ARE TO BE MADE TO ACCOMMODATE THIS.	FROM AUTUMN 2025	HIGH	EXTRA STAFF MAY BE NEEDED TO SUPPORT THE CLASS TEACHER.	