



# Muschamp Primary School

## Disability Access Plan

### **Definition of Special Educational Needs**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The school has children with a range of disabilities, which include physical difficulties, visual and hearing impairments, speech and language difficulties, emotional, social and behavioural difficulties and moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the appropriate Outside Agencies for assessments, support and guidance for the school and parents. Care Plans and Intimate care plans are also used to ensure that the needs of any child with medical and other issues are met appropriately and with sensitivity.



We have a number of children who including asthma and allergies. We also have children who are tube fed and need support daily, staff have been trained by professionals and certificates received. Medication is stored and administered appropriately according to school policy. We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates.

Our Special Educational Needs Policy outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

TARGETS	STRATEGIES	OUTCOMES	TIMEFRAME	EVALUATION
To increase awareness of disability in the community.	To develop curriculum resources to include examples of people with disabilities.	Whole school community to become more aware of a range of disabilities. Children with disabilities are integrated fully into the school community.	Ongoing	
To ensure that all areas of the school buildings and grounds are accessible for children and adults alike, and to improve access to the school’s physical environment for all	The environment is adapted to the needs of pupils as required.	Alterations made to improve access to the school environment for individual children with specific needs.	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils.	SENCo / Outside Agencies to assess the needs of pupils in each class and provide / recommend appropriate equipment e.g. large print material,	Barriers to learning will be reduced or removed, enabling children to reach their full potential Children will develop independent learning skills.	Observations and discussions Ongoing	



This accessibility plan and the outcome:  
the plan's effectiveness and ensure that  
school.

evaluated yearly by the SENCO to monitor  
all areas of accessibility needed in the

**Reviewed:** February 2026

**Review Date:** February 2029