

Accessibility Action Plan

Status	Statutory
Review cycle	Every 3 years
Date written/last reviewed	April 2025
Date of next review	April 2028
Name of Headteacher	Joanne Wreford
Name of Chair of Governors	Annabelle Hughes
Published on website	Yes

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

At Meadlands, we are committed to treating all pupils and adults fairly and with respect. This includes providing an accessible environment which values and includes all pupils, staff, parents and visitors - regardless of their social, emotional, educational, physical, or cultural needs. We recognise that one size does not fit all; two people with a similar disability won't necessarily have the same experiences or need the same adaptations. We are also committed to challenging negative perceptions of and attitudes towards disability and accessibility, and to developing a culture of awareness, kindness and inclusion.

To achieve this, we ensure that staff are trained in equality issues with reference to the Equality Act 2010, and that that the children are supported to develop an age-appropriate understanding of disability, equality and empathy towards others. We also work closely with families, charities and members of the local community in order to develop and implement this accessibility plan.

If you have any concerns relating to accessibility in school, please initially contact Laura Barson (SENDCO) via the school office. If concerns remain, our complaints policy sets out the process for raising these concerns.

Legislation and Guidance

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010, and the Department for Education (DfE) guidance for schools on the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to carry out 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'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

A disability can arise from a wide range of impairments, including but not limited to: sensory impairments such as those affecting sight or hearing; long-term health conditions such as asthma, diabetes, epilepsy and cancer; developmental impairments such as autistic spectrum disorder (ASD) or dyspraxia; learning disabilities; and mental health conditions such as anxiety.

Monitoring arrangements

This document will be formally reviewed or re-written every three years, as is our statutory responsibility, but is likely to be reviewed and updated more frequently to ensure excellent inclusive provision. It will be reviewed by the SENCo (Laura Barson), Co-Headteacher (Jo Wreford) and Chair of Governors (Christina Powell).

Links with other policies

This document should be read in conjunction with the following documents:

- SEND Information Report and Policy
- Relationship, Communication and Behaviour policy
- Health and Safety Policy
- Equality Policy
- Curriculum Policy

Action Plan

The attached action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Accessibility Action Plan 2024-2027

<u>Aim 1:</u> Increase access to the curriculum & extra-curricular opportunities for pupils with disabilities

Current good practice:

- ✓ SEND register is up-to-date & shared with staff
- ✓ Young carers identified & recorded on safeguarding register
- ✓ SEND support plans/EHCPs outline adjustments required to allow access to and success in the curriculum, and monitor effectiveness of support
- ✓ Literature review implemented by reading lead, leading to investment in books about different SENDs, family types, cultures etc.
- ✓ Curriculum review implemented by middle & senior leaders, leading to a more inclusive range of topics
- ✓ Lesson resources are tailored to the needs of pupils who require support to access the curriculum
- ✓ Targets are set effectively and are appropriate and personalised for pupils with additional needs. Curriculum progress is tracked for all pupils.
- ✓ Extra-curricular clubs inclusive of all children. Those on SEND register offered priority places & attendance monitored. Where adult support required to access a club, this is offered for at least one club a week.
- ✓ Trips/visits inclusive of all children – adaptations made where necessary e.g. alternative transport route or parent attendance
- ✓ Diverse range of assemblies and workshops planned across year to increase disability awareness & inclusive attitudes/behaviours - e.g. MIND (mental health awareness), RUILS (disability awareness), World Autism Awareness week, kindness week.

Objectives	Actions	Person(s) responsible	2027 Review
Ensure that all staff have a good understanding of disabilities and equalities, with reference to government documentation, and as such know how to identify a disabled pupil or member of the school community.	SEND / Young Carers registers kept up-to-date & shared with all staff. Class & office teams informed of known families with disabilities, & necessary adjustments that may need to be made/offered e.g. to meeting arrangements, communications, support Staff meeting on disability awareness (including hidden disabilities) & our responsibilities.	LB/JW	
SEND Support Plans detail both reasonable adjustments & more targeted intervention/support. SSPs shared with families consistently, & parent & pupil voice	Staff meeting on reasonable adjustments for different needs, & how to detail this on SSPs. SSPs updated termly by teacher Pupil views captured termly & recorded on SSP	LB Class teachers,	

captured on these.	SEND parent meetings with class teacher & SENDCO if requested/required termly – parent views recorded on SSP	LSAs, LB Class teachers, LB	
Disability awareness, tolerance and respect taught & promoted to children. Inclusive culture strengthened.	Behaviour policy re-written and updated (2024), in collaboration with all stakeholders & influenced by Silver Attachment Award. Assemblies & workshops across year to promote disability awareness, including collaboration with local & national charities including: - World Mental Day (MIND assembly & mufti day fundraiser) - World Kindness day (assembly & kindness week - Anti-bullying week (assembly & PATHS lesson) - International Day of Disabled Persons (RUILS assembly & workshops) - UN Human Rights Day (assembly & lessons in class) - World Autism week (NAS assembly, staff meeting & KS2 senses workshops) - Learning Disability Awareness week (assembly & workshops)	LB, JW, LC	
Ensure resources available are sufficient to meet needs of children with disabilities, and allow full access to the curriculum	Inclusion/accessibility audit of resources & facilities across the site (including classrooms, EYs buildings, PE equipment, playground) SEND budget (or individual EHCP budgets) used as required to purchase resources for individuals or groups	LB, JP	
Ensure emergency procedures are mindful of the needs of those with disabilities	For practice drills, key children with disabilities identified & given prior warning so to reduce surprise & distress	All staff	

	Ear defenders readily available in classrooms & provided to those who may be distressed by loud alarms Ensure exit points kept clear & that children with disabilities & their peers know evacuation plan for those children		
Early intervention and pastoral support remain a priority & strength, and ensure children's (and families') mental wellbeing is monitored closely and supported effectively	Termly meetings identify children whose mental health and wellbeing is a concern – leading to meetings with parents, signposting/referrals to CAMHS or other support, & ELSA time being offered Signposting for families to self-refer to Young Carers Referrals made to Man & Boy Camp	LB, JW, LC	

<u>Aim 2:</u> Improve and maintain access to the physical environment – for pupils, staff and visitors

Current good practice:

- ✓ The environment is adapted to the needs of pupils as required, including:
  - School on one level and accessible for wheelchairs – ramps available for the few doorways with steps, as required
  - Corridor width measured & appropriate for wheelchairs or those requiring additional space
  - Double doorways (with stoppers to hold them open) at entrance and in corridor
  - Disabled parking bay available close to school entrance
  - Disabled toilet and shower available
- ✓ Children educated about Autism and some of the common characteristics – including sensory needs – through whole school assembly; children know some of the ways they can support others e.g. by giving people time to think/answer, reducing noise and light emissions

Objectives	Actions	Person(s) responsible	Date to complete by	Review – evidence over time
Ensure moving around the school is possible for all – with minimal assistance/support	Ensure outdoor pathways clear – though health and safety audits Ensure corridors & indoor pathways clear - each class to have corridor monitor who checks pegs regularly & ensures corridor path not obstructed	DE Class teachers & children		

	Audit current signposting in place & update as required, so that it is accessible & fit for purpose Create school map & keep copy at entrance for visitors to school	DE, LB LB	
Ensure resources & appliances (intercom buttons, light switches & plug sockets) are visible and accessible for all	Audit of school to check height of switches, buttons and sockets, & of corridor book shelves/necessary classroom resources, accessible for those in wheelchairs Check volume of intercom – is this loud enough? Place hearing impairment card by intercom which can be used to indicate to office team that face-to-face conversation is required Coloured border added to light switches to make more visible	LB , DE	
Ensure entry/exit points are safe and accessible for all	Audit entry/exit points - record which have steps/ramps, & use this to map pathway options for those with physical disabilities – including in emergency situations Continue to ensure ramp available and ready for adults/children using a wheelchair or walking frame. Ensure all staff know where this is kept. Edge of steps painted so easily visible for those with visual impairments or poor attention (e.g. ADHD, dyspraxia). Coloured tape added to edge of welcome mats by doorways.	DE, LB	

	Consider if/where safety rails might be needed to support use of steps for those with mobility difficulties			
<u>Aim 3:</u> Improve the delivery of information to pupils and family/community members with a disability				
Current good practice: ✓ Large print resources & seat close to front of classroom for children with visual impairments ✓ Makaton &/or pictures and symbols used to communicate with children with language and communication difficulties, as appropriate ✓ Local charities & support options signposted to parents where a need is identified e.g. RUILS, Young carers, Skylarks – in person or in writing ✓ Recruitment documentation (including policy) and processes reviewed by HT & SBM to ensure inclusive ✓ Staff offer tours to any prospective families/pupils – whether or not they have a disability – and a meeting with SENDCO/HT as appropriate ✓ Communications to parents printed & distributed in person for those unable to access email ✓ Parents able to email staff via class email address or office email, & all SEND parents able to email SENDCO directly – as alternative to phone call ✓ When videos placed on website, subtitles are provided				
Objectives	**Actions**	**Person(s) responsible**	**Date to complete by**	**Review – evidence over time**
Ensure lesson resources & communication with children is accessible for all	Ensure resources or correspondence are adapted to meet the needs of children, for example printed in larger script or on alternative coloured paper – as outlined on SSP Visual representations & manipulatives used to support/as alternative to verbal input during lessons Continue to use Makaton, pictures/symbols & tools such as Now & Next boards to communicate with children with language and communication difficulties. Training offered to staff who may need this.	Class teachers Class teachers Class teachers, LB LB		

Ensure all parents and families have a clear & accessible communication pathway with school staff & vice versa	Staff to ensure email correspondence are responded to within 48hrs – or more quickly where this is possible – prioritising parents who cannot communicate easily over the phone or in person (e.g. with hearing difficulty) Parents invited to bring an adult or older child to parent meetings to support communication, note taking, translation of language etc as appropriate. Include this in parents eve communication. Where parents are known to have a hearing difficulty, staff endeavour to contact via text message/email or face-to-face, instead of phone call. Introduce new parents to class reps & different communication streams. Class reps – welcome email	All staff LB to communicate All staff All staff	
Ensure information presented to parents – via school website, weekly bulletins or letters – is accessible to all	Information printed or shared verbally by request or for those with known disability Complete website audit, to ensure this is accessible and well organised (including language translations, audio description, use of graphics as alternative to words, search facility) Review colour of background in written communications – can this be tinted to support accessibility for visually impaired/dyslexic adults? Ensure videos (e.g. prospectus, class assemblies) subtitled, where this is possible and appropriate.	LB, HF KW, JG, HF, LB LB, HF LB HF	

Ensure events and scheduling is clear for all parents, and does not overwhelm unnecessarily	Weekly bulletin to include calendar for month ahead Minimise changes to diary/schedule where possible Calendar for month/term ahead printed or key dates shared in person, if requested. Personal reminders given to key parents.	JG, HF JW, LB, SK JG, HF, KW, LB	
Ensure admissions & recruitment processes & materials are inclusive and accessible to all	Review recruitment processes. Make clear in recruitment material that the school positively encourages applications from adults with disabilities Make clear in school profile that the school positively encourages applications from pupils with SEND. Staff to welcome & encourage visits from any prospective pupil. SENDCo &/or HT to meet with any prospective pupils and their families - who have identified a SEND during admissions process - ahead of starting at Meadlands, to collect necessary information & plan for/support a successful transition	SLT	



Signed
Co-Head Teacher
Jo Wreford
Date 3/9/25