



Meadowfield Primary School

Accessibility Plan

November 2025

VISION 'today we create, tomorrow we achieve, forever we learn

Meadowfield Primary School

ACCESSIBILITY PLAN – 2025-2029

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of 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.

1. This Meadowfield Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been updated to reflect the new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, sexuality, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Meadowfield School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, including those with mental health difficulties in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks, assistive

technology and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Behaviour and De-escalation Policy
- School Development Plan
- School Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by governors and disabled people from the community when the building opened. It has been subsequently updated by the school and remains the responsibility of the governing board and Red Kite Learning Trust. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed where appropriate.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored by the Governing Board

Meadowfield Primary School Accessibility Plan 2025-29: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
1. Awareness training for staff and children in the identification and teaching children with autism through SENIT support. Provision of assistive technology to aid access, technology for diagnosis and technology for catch up interventions. This will relate to more conditions than ASC.	All staff attend appropriate training. Outreach provision from external agencies eg. SENIT SMSC lessons Adaptation included within behaviour policy for inclusive implementation Alterations and adaptations to planning, teaching and assessment personalised to needs	All staff are familiar with the criteria for early identification and how best to support these children in the classroom.	Induction September Ongoing. SENIT room provision and classroom visits and support. Traded NHS visits and plans.	Children with ASC are successfully included in all aspects of school life. They have the chance to achieve to their potential. Communication and language are a key element of this progress.
2. Early identification of specific learning difficulties related to dyslexia. Provision of assistive technology to aid access, technology for diagnosis and technology for catch up interventions. This will relate to more conditions than dyslexia.	Whole school training in recognising children who may have dyslexia. Development of a dyslexia referral system.	A register developed of SEN highlighting dyslexia needs. Identification of children with dyslexia in planning to show differentiation for needs.	Training in Spring 2026 and 28 in staff meetings by SENCo.	Children with dyslexia are identified and education is adapted to meet their needs.
3. Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes. Use of	Children have ready access to a range of resources to support their learning.	On-going as dyslexia and autism needs are identified and met (as above) along with other cognition, communication and learning	Increase in access to the curriculum for all children identified with a learning impairment. Increase access to the curriculum for all

One Life morning routine provides zones of regulation approach to SEMH for all learners	visual timetables across school to be monitored. Well planned and thoughtful resources Implement One Life morning routine	All children are settled for learning after completing One Life morning routine	needs. Largely, needs are met within mainstream setting via morning routine	children with SEMH and ACES.
4. Share SEND data more effectively with parent/carers	Improve comms with parents around SEND-sharing of IEPs and pupil passports from class teachers	Parent/carers of children with more complex SEND are familiar with their child's data and how school tracks performance	SEN Code of Practice is met with termly meetings outside of parent/carer consultations and sharing of key documentation including consultation.	Parents of children with SEND are able follow their child's academic development as they progress through school.
5. SEND attendance to match that of their peers	SEND attendance tracked each fortnight compared to peers. Individuals with low attendance identified and supportive meetings held with parents Development of incentive scheme for parent/carers to bring children to school Monitoring and	Children with SEND do not miss out on education as their attendance matches that of non-SEND children	Strategies in place from Sept 25. Attendance of SEND to be broadly in line with peers by end July 26	SEND children exhibit improved progress relative to their starting points through improved school attendance.
6. EAL children to be given earliest possible access to the curriculum	EAL progress tracked every half term with EAL lead providing support where EAL is a barrier to access.	Children with EAL access the curriculum via interventions, assessment, pre teach and technology.	Children at risk identified by first data capture and adaptations in place by end of Nov 25. Reviewed in termly Raising Achievement meetings.	EAL children continue to make accelerated progress through the school

