



# **Meadowfield Primary School**

## **Accessibility Plan**

**June 2022**

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

# Meadowfield Primary School

## ACCESSIBILITY PLAN – 2022 to 2026

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. The 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 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 body. 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 Body.  
Review 2024

Meadowfield Primary School Accessibility Plan 2022: 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 STARS and SENSAP support | All staff attend appropriate training.<br>Outreach provision from external agencies eg. STARS<br>SMSC lessons<br>Set up audit tool working party                                  | All staff are familiar with the criteria for early identification and how best to support these children in the classroom.   | Induction September ongoing  | Children with ASD are successfully included in all aspects of school life.  |
| 2. Early identification of specific learning difficulties related to dyslexia.  | Whole school training in recognising children who may have dyslexia.<br>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 2023.   | Children with dyslexia are identified and education is differentiated 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 visual timetables across school to be monitored. | Lessons start on time with out further adjustments needed to accommodate the needs of individuals. 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). | Increase in access to the curriculum for all children identified with a learning impairment.                      |
| 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 severe SEND are familiar with their child's data and how school tracks performance   | Induction September  | Parents of children with SEND are able follow their child's academic development as they progress through school. |

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| 5. SEND attendance to match that of their peers                        | SEND attendance tracked each half term and compared to peers. Individuals with low attendance identified and supportive meetings held with parents<br>Development of incentive scheme for parent/carers to bring children to school | Children with SEND do not miss out on education as their attendance matches that of non-SEND children | Strategies in place by Sept 22. Attendance of SEND to meet that of their peers by Summer 2023 | SEND children exhibit improved academic achievement 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 as much of the curriculum as possible without being held back by language    | Children at risk identified by September 2022 and support packages in place by October 2022   | EAL children continue to make accelerated progress through the school                   |