



Meadows View School

Education: Accessibility Plan

Document Review Process	
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1. 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 (visitors and staff) to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils (visitors and staff)

Our school aims to treat all its pupils (visitors and staff) fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Aims

Together we will;

Ensure that we all achieve outcomes that are to the best of our abilities.

Ensure we keep one another safe and that everyone feels looked after.

Maintain unconditional positive regard in everything we do.

Ensure that everyone feels empowered to be as independent as possible.

Be kind and respectful to one another and ensure no one feels alone.

Have as much fun and enjoyment as possible.

Values

Be kind - How we talk, listen and value ourselves and others

Be safe - How we protect and nurture each other

Be honest - How we speak about feelings

Be brave - How we address and solve problems

Grow together - How we work together and develop as a team

Paper or electronic copies of this document are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Meadows View School is supported by its proprietors to ensure any proposed development aims are pupil in place.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising any concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, visitors and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE)

[guidance for schools on the Equality Act 2010.](#)

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	- Our school offers a highly personalised and differentiated curriculum for all pupils. - The curriculum is reviewed to ensure it meets the needs of all pupils. - We use resources tailored to the needs of pupils who require support to access the curriculum. - Pupils, staff and parents are supported to develop their use of alternative communication systems such as visuals and AAC. - Curriculum resources include examples of people with	- All new pupils to have an 'Understanding Me' document to increase ability to access learning opportunities provided. - To ensure robust QA processes in place - To complete curriculum reviews for children at least termly - All pupils to have a Communication Profile put in	- Psychotherapist to work with teachers to develop 'Understanding me' starting with those Pupils identified for psychotherapeutic support in Pyramid planning. - Pupil Enablement Plans for all pupils completed by education staff with support from clinical team. - QA timetable to be followed - Termly QA committee meetings - Termly reviews of curriculum pathways for children - SALT support for all pupils (relevant to their	- Psychotherapist - Education team - Education team	- Dec 25 - Dec 25 - Ongoing termly	- Understanding me in place for all pupils - Pupil Enablement Plan in place for all pupils completed - All children will be accessing an appropriate curriculum offer - The curriculum offer matches the needs of all children - Communication

	disabilities and pupils are supported to understand their own needs and the needs of others. • Curriculum progress is tracked for all pupils, regardless of development stage, disability or need. • Targets are set effectively and are appropriate for pupils with additional needs.	place by education/ SALT to support curriculum access opportunities. • All pupils to have a 'My sensory world' put in place by education/OT to support curriculum access opportunities.	All/Group/Individual offer) • OT support for all for all pupils (relevant to their All/Group/Individual offer) including sensory circuits and zones of regulation	• SALT • OT		Profile in place for every pupil. • Sensory Profile in place for every pupil.
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	'Autism Friendly' environment expectation set by the Headteacher - Clutter free environments - ASD friendly colour scheme in all classrooms.	- ASD friendly Widgit Symbol visuals in all relevant spaces. - Leaders to develop more all-weather accessible learning and regulation spaces within the outdoor spaces.	- Design, purchase and put in required locations. - Propose and implement concepts for increasing and improving outdoor all-weather space development.	- Clinical and Education - Headteacher & Head of Service	- Dec 25 - April 25	- Widgit ASD friendly visuals in place across the school. - Increased all-weather outdoor accessible provision.
Improve the delivery of information to pupils with a disability	- Our school uses a range of communication methods to ensure information is accessible. This includes: - High quality lesson resources that meet the reading stage of all pupils. - Social stories to aid understanding of specific subject matter for all pupils. - Visuals and AAC embedded across the school to support aid pupils understanding of information. - Use of videos and pictures to demonstrate progress made by pupils.	Embed the use of Widgit as the school's single visual resource, to standardize symbol use across the school.	- Widgit license purchase for whole school. - Training in Widgit use for whole school.	Education/SALT	- Dec 25	Widgit use embed across school.

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by Chair of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Teaching and Learning Policy for Pupils with SEND (SEND Policy)
- Curriculum Policy
- Complaints Policy