Meadows View School

**Policy:** Accessibility Plan

**Owner:** Penny Rawlings, Headteacher

**Date of Most Recent Review:** September 2026

**Next Review Date:** September 2027

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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 | All new pupils to have an "Understanding Me" document to increase ability to access learning opportunities provided | Therapy team to work with teachers to develop "Understanding Me" starting with those pupils identified for support in Pyramid Planning<br><br>Pupil enablement plans for all pupils completed by education staff with support from clinical team | Lead therapist<br><br>Education Team | September 2027<br><br>September 2027 | Understanding me in place for all pupils<br><br>Pupil Enablement Plan in place for all pupils completed |

| 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 | The curriculum is reviewed to ensure it meets the needs of all pupils | To ensure robust QA processes in place | QA timetable to be followed<br>Termly QA committee meetings | Education Team | Ongoing – termly | All children will be accessing an appropriate curriculum offer |
| | We use resources tailored to the needs of pupils who require support to access the curriculum | To complete curriculum reviews for children at least termly | Termly reviews of curriculum pathways for children | | | The curriculum offer matches the needs of all children |
| | Pupils, staff and parents are supported to develop their use of alternative communication systems such as visuals and AAC | All pupils to have a Communication Plan put in place by education/SALT to support curriculum access opportunities | SALT support for all pupils (relevant to their all/group/individual offer) | SALT | | Communication profile in place for every pupil |
| | Curriculum resources include examples of people with disabilities and pupils are supported to understand their | All pupils to have a “My Sensory World” put in place by education/OT to support curriculum access opportunities | OT support for all for all pupils (relevant to their all/group/individual offer) including sensory circuits and zones of regulation | OT | | Sensory profile in place for every pupil |

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| | own needs and the needs of others<br>Curriculum progress is tracked for all pupils, regardless of development stage, disability or need<br>Targets are set effectively and are appropriate for pupils with additional needs | | | | | |

| 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<br><br>Clutter free environments<br><br>ASD friendly colour scheme in all classrooms | ASD friendly Widgit Symbol visuals in all relevant spaces<br><br>Leaders to develop more all-weather accessible learning and regulation spaces within the outdoor spaces | Design, purchase and put in required locations<br><br>Propose and implement concepts for increasing and improving outdoor all-weather space development | Clinical and Education<br><br>Headteacher and RD | September 2027<br><br>September 2027 | Widgit ASD friendly visuals in place across the school<br><br>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:<br>High quality lesson resources that meet the reading stage of all pupils<br>Social stories to aid understanding of specific subject matter for all pupils | Embed the use of Widgit as the school's single visual resource, to standardise symbol use across the school | Widgit licence purchase for whole school<br>Training in Widgit use for whole school | Education/SALT | September 2027 | Widgit use embedded across school |

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| | Visuals and AAC embedded across the school to support and aid pupils understanding of information<br>Use of videos and pictures to demonstrate progress made by pupils | | | | | |

**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 the Chair of Governors.

**5. Links with other policies**

This Accessibility Policy 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