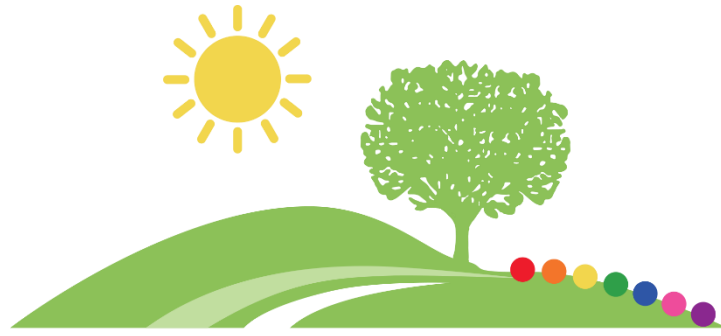




MEADOWS

PRIMARY SCHOOL AND NURSERY

Aspire   *Grow*   *Flourish* 

Making Meadows Magnificent!

Accessibility Plan

Date of Policy Creation:	Summer 2024	Person Responsible for Creation:	Lynne Sherry
Date of Policy Inception:	Autumn 2024	Date of Policy Review:	Autumn 2027

Our School Vision:

Meadows Primary School and Nursery are committed to our school's vision – Aspire, Grow, Flourish – for all in our school family. In order to enable this, we believe that education needs to be accessible to all pupils, therefore we are determined to remove barriers to learning so that all in our school can aspire, grow and flourish.

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

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

We celebrate, teach and promote a values-based education in our school and have a two-year rolling programme for these. In year 1, we value: pride, communication, respect, kindness, positivity, happiness, acceptance, courage, honesty, trust and thankfulness. In the second year, we celebrate: communication, friendship, peace, generosity, excellence, forgiveness, commitment, patience and perseverance, thoughtfulness, justice and hope.

The plan is available online in our Inclusion section of the website, and paper copies are available on 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.

Telford and Wrekin publish an [accessibility strategy](#) and is available by clicking the link.

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 these concerns.

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 '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 or cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

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

Curriculum



Continually improving teaching and learning lies at the heart of our school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes. We ensure that all children have access to after school clubs, leisure activities and educational visits.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
All pupils can access the curriculum and make good progress.	Curriculum Leaders Mental Health Support Consistent and regular assessment procedures.	Access to external professionals (LSAT, EP, BSAT, BeeU, SALT, OT) to support needs in school. Teaching Framework to be implemented to enhance quality-first teaching for all.	As required June 2025	All school staff SENDCO Assessment Leaders Headteacher	Children are making good progress. Attainment gaps are diminishing and showing improvement for disadvantaged learners and/or SEND.
Provide staff training to meet needs for ADHD and EBSA.	Staff received AET training in previous academic year. Staff are embracing inclusive learning environments and expectations.	Access to ADHD foundations to support training needs. E20 Network attended termly by SENDCO, SEND & Wellbeing Mentor and Inclusion Manager as appropriate. Access to EP service to support strategies for EBSA. EBSA profiles to be generated for identified pupils.	Training by April 2025 Profiles as required.	SENDCO Inclusion Manager	Children with ADHD and EBSA are making good progress, achieving well and happy in school. Teachers are confident on responding to the presenting needs of children with ADHD and EBSA. School attendance records demonstrate that children with ADHD and EBSA are attending school well, and/or with increasingly good attendance.
All out of school activities planned to ensure, where reasonable, participation by all pupils from all groups.	Risk assessments in place Club registers Significantly enhanced extra-curricular	Review all extra-curricular provision to ensure compliance with legislation.	Termly checks for attendance of groups. Risk assessment meetings and reviews.	Assistant Headteacher As appropriate	All children accessing a broad and balanced curriculum. Children who are happy in school and able to identify

	opportunities for all children.	Monitor attendance of out of school activities to ensure groups of learners are targeted proactively. Collect pupil voice from a range of children with regard to their club experiences – notably those who may be considered as disadvantaged. Meet parents for those who require risk assessments to ensure they are able to access extra-curricular provision.	Careful consideration of attendees.	Assistant Headteacher & Senior Leader for Curriculum Staff providing extra-curricular clubs	extra opportunities available to them.
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Physical Environment



Meadows Primary School and Nursery is continuing to grow and develop. We have recently carried out construction work in our Reception classrooms and altered access to the toilets in the Early Years section of the school to improve safety and accessibility. Further to this, we have added to our play equipment on the top playground and have, in the previous school year, created a calming nurture space, The Meadow.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Make all entrances accessible for disabled people. Make all areas accessible for wheelchair access.	Main entrance to school office improved to provide seating for visitors and families. Doors at main reception wide enough to allow for wheelchair access. School on one level.	Research possible improvements for ensuring the school field has accessibility for wheelchair users.	By July 2025	Business Manager Headteacher	All entrances and areas of school grounds accessible by wheelchair.
Ensure all disabled pupils and staff can safely be evacuated in an emergency.	Personal Emergency Evacuation Plans (PEEPs) for all EHCP children	All staff aware of PEEPs and rehearse to support needs. Research EVAC chair possibilities for school – the necessity for this?	As required. As funding available.	All staff during fire drills. SEND/CO/HT	Safe evacuation for all when necessary. Children with PEEPs supported excellently.
Ensure all disabled toilets are freely accessible.	Three disabled toilets on school site.	All disabled toilets to be checked regularly to ensure they are free from clutter and spare clothing. Alarms to be checked termly.	As required Termly checks	Caretaker Business Manager	Disabled toilets easily accessible for those who require wheelchair access or for those who need this space. Spare clothing to be stored separately.

Communication



This will include planning to make written information that is normally provided by school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should consider pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will identify agencies and sources of such materials to be able to make the provision when required.

The school's ICT infrastructure will enable us to access a range of materials supportive to need. Further to this, communication in other language forms will be available using the Class Dojo system; this system was introduced in the latter part of the 2023/2024.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English available with school communication and on school website.	Class Dojo messages, our school newsletter and our school website can all be translated in other languages.	Monitor translations on Dojo to ensure the facility is being utilised. Explore the need / options available for documentation to be provided in majority languages in our school e.g. Meadows expectations.	Termly By July 2025	SENDCO HT	All families feel welcome and have a clear understanding of school procedures and timetabled events, no matter their English language acquisition.
Ensure all staff are aware of accessible formats using Microsoft tools, for example, immersive reader.	School uses Microsoft 365 system	Guidance to be provided to staff to support pupils with accessibility tools.	Training to be provided by July 2025 Regular updates/feedback to be provided by staff via questionnaires	SENDCO/LSAT team SENDCO/all teaching staff	Staff understand how to ensure written information can be equally accessed.
Ensure our website provides accessibility options for needs e.g. dyslexia	Clear, well organised school website.	Examine options available for amending website accessibility e.g. font size, contrast, dyslexia friendly. Implement best option.	By April 2025	Headteacher	A website which allows users to make adjustments to support their needs.

Monitoring Arrangements:

This document will be reviewed every 4 years, but may be reviewed and updated more frequently if necessary and to reflect changes at Meadows Primary School and Nursery. It will be reviewed by the designated Senior Leader.

It will be approved by the governing body and Headteacher.

Links with Other Policies:

- ☀ Risk assessment policy
- ☀ Health and safety policy
- ☀ Equality Policy and equality objectives
- ☀ SEND policy
- ☀ Supporting pupils with medical conditions policy