



The Meadow Community
Primary School and Pre-School

Accessibility Policy

Adopted by The Meadow Community Primary School on:	Date: 12 th September 2022
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	1.0 DATE

Aims of this policy

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
- Ensure the physical environment of the school enables disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

The plan will be made available online on the school website, and paper copies 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.

The Meadow has formed the following procedures in line with the Symphony Learning Trust and Leicestershire County Council.

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 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.

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Employ member of specialist teaching service for specific pupils • Team Teach Training for a number of key staff • Autism INSET • Attachment Disorder INSET • Specialist Assessments-reading, writing, maths • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with SEMH and behavioral difficulties are supported in school	<ul style="list-style-type: none"> • Ongoing work with CAMHs counselling • EP assessments • School Nurse • Trained ELSA to provide support for individual children • Pastoral Support Provision • Individual records • Regular discussions with ELSA staff and school Counsellor to identify the specific needs of the pupils. • Mental health First Aiders 	<p>Increase number of ELSA hours offered</p> <p>Increased number of hours the school counsellor to be in school.</p>
Classrooms and other are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space 	Utilise outdoor area and other relevant spaces in school Redesign outdoor areas to ensure accessibility
Work is differentiated through various strategies and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Learning Walks • Reviews • IEPs • Governors' monitoring 	Continuous Continue to provide high quality CPD for all staff

<p>Children work in different ways – group, individual and whole/cross class and teachers tap into different styles</p>	<ul style="list-style-type: none"> • Observations • Learning walks • Book Scrutiny 	<p>Continuous</p>
<p>All pupils are encouraged to take part in music, drama and physical activities</p>	<ul style="list-style-type: none"> • Inclusion at extra – curricular clubs, visits and performances • Swimming provisions 	<p>Continuous</p>

Policy	Evidence	Action
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/KS meetings • ISPs for named pupils • Tracking of progress 	<p>SENDCo work with class teachers</p> <p>Relevant publication highlighted</p>
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Survey follow up 	
The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none"> • Ramps fitted 	Ensure that no steps cause an obstruction.
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Resources to support individual pupils 	SENDCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • Disabled access • Hoist, if necessary 	When not in regular use ensure good housekeeping/ avoid storage
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> • Open door policy – regular contact with parents • Office support completing forms • Feedback on parent survey • Curriculum mornings / newsletters / website 	Provide additional support for children without the home support
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> • Through curriculum opportunities • Visitors to school • Assembly Themes 	Teachers to ensure a focus on this.

Development of Curriculum

The Meadow will constantly research best practice to ensure that the curriculum is fit for purpose. Our curriculum has been designed in line with national standards and meeting the needs of its pupils.

Premises

The suitability of the premises is reviewed constantly to ensure it is accessible for all.

Information and Communication

The majority of school information is available on the website and hard copies can be requested. The school uses Twitter, Weduc and the traditional media to keep parents and the wider community up to date with information.