



# Accessibility Plan

## Purpose

Since 2005 all public authorities, including schools and academies, have a duty to promote disability equality. The Equality Act 2010 adds further to this duty.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed not less frequently than every 2-years, to show how it will address the priorities identified.

## Disability Equality

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The general duty to promote disability equality is owed to all disabled people, which means that we must have due regard to:

- Promote equality of opportunity between disabled people and those who are not disabled;
- Eliminate discrimination;
- Eliminate harassment related to disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of disabilities, even where that involves treating disabled people more favorably than non-disabled people.

## Accessibility

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There is specific disability legislation in relation to disabled pupils and accessibility which means that we must plan strategically over time to:

- Optimise access to the curriculum;
- Ensure that the physical environment of the school enables access to all; and
- Make written information accessible to pupils to suit specific needs.

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

## Aims

We aim to:

- Provide full access to facilities and learning; and
- Enable full participation in all aspects of school life for children, staff, parents, community users and visitors with disabilities.

We will do this by:

- Reducing and eliminating barriers to access to the curriculum and building;
- Promoting positive attitudes and developing a culture of respect;
- Having awareness of the needs of individuals within our school community;
- Being flexible in our approach to obstacles; and
- Seeking expert advice if needed

## Accessibility Audit and Action Plan

Policy	Evidence	Actions
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"> <li>• INSET records - school and individuals</li> <li>• Team Teach training</li> <li>• Autism INSET</li> <li>• Attachment Disorder INSET</li> <li>• Specialist assessments - reading, writing, maths</li> <li>• Interventions for groups and individuals</li> <li>• Working to plans recommended following regular assessments by speech and language therapist</li> <li>• Written reports from external agencies</li> <li>• SENCO records</li> <li>• Staff meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Seek support from Specialist Teacher Service for specific pupils as appropriate.</li> <li>• Continue to train staff to meet needs of individuals</li> <li>• Improve system for recording attendance on training courses.</li> </ul>

Policy	Evidence	Actions
Pupils with emotional, social and behavioural difficulties are supported in school.	<ul style="list-style-type: none"> <li>• Lunchtime Supervisor training <ul style="list-style-type: none"> <li>- Level 1 Certificate in Playwork</li> <li>- Lunch workshops</li> </ul> </li> <li>• Educational Psychology Assessments</li> <li>• School Nurse drop-in sessions</li> <li>• LSA support for individuals</li> <li>• Lego therapy</li> <li>• Nurture group (AM and lunchtime)</li> <li>• ELSA training</li> <li>• Outreach support</li> <li>• CAMHS</li> <li>• School Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ensure sufficiency of LSAs to support</li> <li>• Continue to provide staff training, as appropriate</li> </ul>
Classrooms and other spaces are optimally organised for those with disabilities	<ul style="list-style-type: none"> <li>• Space is utilised to facilitate group and individual learning space.</li> <li>• Lighting is adequate</li> </ul>	<ul style="list-style-type: none"> <li>• Take advice regarding specific children as and when needed.</li> </ul>
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Reviews</li> <li>• ISPs</li> <li>• Governors' monitoring</li> <li>• Book scrutinies</li> <li>• Lesson studies</li> </ul>	<ul style="list-style-type: none"> <li>• Continue existing actions</li> </ul>
Children work in different ways (group, individual and whole/cross class) and teachers tap into different styles	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning walks</li> <li>• Book scrutinies</li> <li>• Children have weekly learning partners</li> </ul>	<ul style="list-style-type: none"> <li>• Continue existing actions</li> </ul>
All pupils are encouraged	<ul style="list-style-type: none"> <li>• Inclusions at extra-</li> </ul>	<ul style="list-style-type: none"> <li>• Continue existing</li> </ul>

Policy	Evidence	Actions
to take part in music, drama and physical activities	curricular clubs, visits and performances <ul style="list-style-type: none"> <li>• Swimming provisions</li> </ul>	actions
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"> <li>• Staff aware of needs - ISPs/Staff meetings - time for pupil concerns / Class team meetings</li> <li>• Use of cream paper as standard when printing documents in school</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo work with class teachers</li> <li>• Highlight relevant publications</li> </ul>
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Survey follow up</li> <li>• Parent consultation meetings</li> <li>• Structured conversations</li> <li>• ISP reviews and meetings</li> <li>• Annual review meetings</li> <li>• SEN Coffee and Chat meetings</li> <li>• SEN Clinics</li> <li>• Open-door policy</li> <li>• Governing Body include Parent Governors/representatives</li> <li>• Friends and Family of The Meadow</li> </ul>	
The layout of the school allows access to all, so wheelchairs can get about if required	<ul style="list-style-type: none"> <li>• The school is all on a single level with no steps - ramps/dropdown kerbs are fitted where needed</li> <li>• Disabled parking bay</li> </ul>	<ul style="list-style-type: none"> <li>• Review if necessary</li> </ul>
Furniture and equipment selected as appropriate	<ul style="list-style-type: none"> <li>• Tables and chairs appropriate sizes</li> <li>• Wedges, speaker boards,</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo to liaise with external agencies to ensure that the</li> </ul>

Policy	Evidence	Actions
	coloured overlays, triangular grips, recordable whiteboards, ICT, etc to support individuals <ul style="list-style-type: none"> <li>• Fans / air conditioning units</li> </ul>	appropriate equipment is provided
Disabled toilet facilities adequate	<ul style="list-style-type: none"> <li>• Disabled toilet facilities located in the foyer</li> <li>• Additional disabled toilet included in Yr 6 extension</li> </ul>	<ul style="list-style-type: none"> <li>• Hoist/changing bed to be sourced if needed</li> </ul>
All information presented in user- friendly way, and alternatives can be requested	<ul style="list-style-type: none"> <li>• Open door policy - regular contact with parents</li> <li>• Office support completing forms</li> <li>• Feedback on parent survey</li> <li>• Curriculum mornings/ newsletters/website</li> <li>• Letters home sent electronically</li> <li>• Coffee and chat sessions with governors</li> </ul>	<ul style="list-style-type: none"> <li>• Provide additional support for children without the home support</li> </ul>
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> <li>• Curriculum opportunities</li> <li>• Visitors to school</li> <li>• Assembly themes</li> <li>• Awareness weeks, e.g. Schools' Autism Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to ensure a focus on this</li> </ul>

### Implementation, Monitoring and Review

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The implementation of the action plan will be overseen by the local governing body, to whom the head teacher will report annually.

The action plan will be reflected in the School Development Plan, in order to optimise the effectiveness of both.

The plan will be reviewed and updated regularly, not less than every 2-years and more frequently if required to address changing needs of pupils. Disabled pupils and their parents, as well as staff, will be invited to contribute to the review, as appropriate.

September 2017

Agreed by the Local Governing Body on 14<sup>th</sup> September 2017

Signed:

A handwritten signature in black ink, appearing to read 'Steve Lilley', is written over a horizontal line. The signature is enclosed within a thin black rectangular border.

Mr Steve Lilley Chair of the Local Governors

To be reviewed in September 2020