



Meadowdale Academy Accessibility Plan

To be completed by the appropriate persons and then used within school.

Accessibility Plan	
School Name	Meadowdale Academy
Address Details	Hazelmere Avenue, Bedlington, Northumberland, NE22 6HA
School Ethos & Responsibilities	
<p>As a school we are committed to delivering a learning environment which is accessible for any student regardless of disability or background. To do this we will deliver the following;</p> <ul style="list-style-type: none"> • To differentiate the curriculum if needed and the encouragement of full participation in the curriculum if possible • To provide a learning environment consistent and stimulating among all students • To convey information to pupils, parents and the community in different formats if needed using Widgit symbols, Braille, larger font, coloured paper or different languages • Plans to improve the signage in the buildings and grounds in line with reasonable costs • Arrangements to be put in place during school events (Parents Evenings, Shows) to accommodate disabled access • A review of this policy on a yearly basis 	
Equality Act 2010	
<p>The Equality Act of 2010 applies to all public bodies including schools and academies. It aims to eliminate discrimination based on all characteristics including race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. Specific to accessibility it aims to;</p> <ul style="list-style-type: none"> • Increase the extent to which pupils can participate in the curriculum. • Improve the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided. • Improve the availability of accessible information to those with disabilities. 	
Awareness of Procedures	
<ul style="list-style-type: none"> • Disabled access is signposted in appropriate areas • The Accessibility Plan is shared on the school website • For visitors it is explained upon visitor arrival • All staff and governors have been made aware of disabled access around the school • A copy of this plan has been posted on the main noticeboard in school so that it can be read 	

Reasonable Adjustments

A reasonable adjustment is a change or alteration that the school could make which would enable a disabled person to access the curriculum or access the school in an easier way. Reasonable adjustments must be offset with a cost which terms them reasonable or not.

Aims of the Accessibility Policy

We aim to;

- Identify key students with special educational needs and ensure that that their needs are met
- Ensure that key students are able to fully participate in our curriculum as much as is reasonably practical
- Ensure that all staff members have an understanding of key individuals needs and make sure these are met
- Make reasonable adjustments across the school where practical to promote a good learning environment for all students

Access to the Curriculum

We aim to;

- Differentiate the curriculum where necessary to assist in learning
- Use aids to support access including;
 - Pencil grips
 - Seat cushions
 - Specialist equipment
 - Dyslexic writing aids, which includes photocopying in a different colour for key individuals
- This also includes the responsibility to fully differentiate the curriculum where necessary and by however much needed
- Timetables to be constructed to accommodate students with SEN or disabilities
- To accommodate student movements outside of lessons, for example if a student should need to be released early from lessons to assist in their movement between them.

Monitoring the success of the plan

Identified through;

- Meeting risk assessment targets
- Changing the school through practical adjustments as identified on the risk assessment
- Receiving feedback from students
- Consistent levels of achievement in SEND students
- Improved confidence in school facilities

Risk Assessment			
Hazard	Risk	Adjustment/Control	Monitoring
Disabled access at the front of the school.	At current there is no direct ramp down from the footpath at the front of the school to the main entrance which goes down a steep bank.	There is however a car ramp down into the main car park to a disabled space. This then would lead across flat ground to the main entrance. While this isn't ideal in the event of disabled access through the main entrance it does give a viable option to any disabled students/visitors. At no point are we suggesting that visitors within wheelchairs are to be simply driven down the road entrance. If decided as a reasonable adjustment then a ramp will be put into place on the main stair into the school.	This will be monitored by both the Headteacher and the Deputy Head as well as by the Health and Safety officer in the school. We have one student who might require access to a disabled ramp in the future however one student <i>isn't enough</i> to justify the installation of a ramp in addition to a staircase, especially when the road entrance is available for that student being dropped off in the morning. Potential use of road to be looked at in the future.
Disabled access at the rear of the school.	The rear of the school is where the doors that the students use are situated. This includes classroom doors for all Y5 classrooms, a main Y5/Y6 door, and a main Y7/8 door. At present is a small step up to the Y7/8 door and a high step up to the Y5/6 door. The Y5 doors all have very short steps to the classroom entrance so this allows for disabled access through.	It may be at reasonable cost to add a wheelchair ramp to both the Y5/6 and Y7/8 doors which would then allow disabled access through those doors safely. At present there is only one disabled access through to the school which is through the main reception door. This would address this problem.	Amended May 16, ramps added to both the Y6/Y5 and Y7/Y8 door. This allows for adequate access to the rear of the school.

Disabled access within lower school.	TAD area of the school is quite tight in terms of moving a wheelchair around. Corridors not being kept tidy and staff, students or visitors not being able to access certain areas.	At present there are no outstanding issues within the lower school. The only slight place of concern would be around the TAD areas where the classrooms are quite tight for wheelchair use. These will be check regularly	Monitored by Deputy Head and Health and Safety Officer.
Disabled access to upstairs within school.	Corridors not being kept tidy and staff, students or visitors not being able to access upstairs.	There is use of a lift for transporting wheelchairs upstairs. The same applies upstairs as downstairs. A case of keeping corridors and classroom areas maintained and tidy.	Monitored by Deputy Head and Health and Safety Officer.
Hearing impairment access within school.	Children with hearing impairment not being able to access the curriculum fully.	Two students is known to have a hearing impairment issue. One, at present uses the aid as and when she needs it and carries round a transmitter device for teaching staff to use. It may be worth looking into a hearing impairment audio system to accommodate in the future.	Monitored by Deputy Head and Health and Safety Officer.
Access to the curriculum.	Children not being fully able to access the curriculum due to a disability.	Curriculum is changed in subjects to allow disabled students to fully access it. We have one student who cannot fully access the PE curriculum. As a result she follows a separate curriculum with her	Monitored by Deputy Head and Health and Safety Officer.

		LSA, joining into the regular curriculum when appropriate. This also gives her the time to complete any physio relating to her condition. SEND students are given any support when needed. See appendix 2.	
Disabled access in the event of a fire.	The evacuation of 420 students from around the school including those who have a disability, and not excluding the idea that they may be upstairs.	See Appendix 1	Monitored by Deputy Head and Health and Safety Officer.
Appropriate staff members have not been trained effectively	There are staff members who work one to one with certain students to help overcome and learning difficulties or disabilities. Are these appropriately trained?	Relevant staff members have been trained in areas that they need to be. For example, the two staff members that work with a girl who is physically disabled have been trained to use the EVAC chair in the event of a fire. Other staff members have been trained in other areas, such as phonics training, speed sounds etc which aids disabled learning across the curriculum.	Monitored by Deputy Head
Movement of disabled staff, students and visitors within school.	Disabled staff, students and visitors risk being knocked in the corridors during lesson changeover, other times there is no risk.	Students with physical disabilities are released from their lessons 5 minutes early. This helps with their passage around the corridors. Staff with	Monitored by Deputy Head and Health and Safety Officer.

			disabled visitors should be aware of lesson changeover.	
Transport of disabled students on visits	Disabled students having issues with buses. Wheelchair storage. Visit specific conditions.		As of now no specific arrangements have ever been needed however if this was the case then appropriate measures would be taken such as booking specific buses.	
No adjustments needed (Already in place)		Minor adjustments needed		Major adjustments needed

School Disability Improvement Plan Needs and Adjustments

From the risk assessment carried out above the school is in line with most areas of what is expected. It does require intervention or investigation within;

- Hearing Impairment across the school.
- Disabled access to the rear of the school.
- Disabled access to the front of the school.

Hearing impairment: The school plans to look into this to see if any reasonable adjustments can be made. Any findings about the cost of this will be placed at the back of this plan. At current there are no hearing impairment facilities; however there is only two children with known hearing issues. (IG, JK)

Disabled access to the rear of the school: The school will also look into vastly improving disabled access to the rear of the school. At the moment it is not acceptable for disabled access to **only be** at the main entrance of the school. There is a large number of areas to improve on, most importantly the two entrance doors for the year groups. The school will look into providing ramps in this case and the cost associated.

Disabled access to the front of the school: At current there is only one physically disabled child who uses a wheelchair within school. Her parents drive her into the car park and she is able to access the front entrance from there. The school will look into perhaps providing a ramp alongside the steps into the main school however this must be at a reasonable cost.

School Complaints and Improvements Procedure

Meadowdale Academy has an internal complaints procedure which should be used in the event of a complaint regarding the disabled access to the school. We as a school also recognise that disabled children and those with SEND needs may be susceptible to bullying therefore has plans in place to counteract this.

Signed (HT)

Signed (DH)