

# Meadowfield Primary School

## ACCESSIBILITY PLAN – 2015 to 2017

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Meadowfield Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been updated to reflect the new statutory requirements for the setting of Equality Objectives.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Meadowfield School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus and Vision Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by governors and disabled people from the community when the building opened. It has been subsequently updated by the school and remains the

responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed where appropriate.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Governor Pupil Committee.

Approved \_\_\_\_\_

DATE \_\_\_\_\_

Review date \_\_\_\_\_

Meadowfield Primary School Accessibility Plan 2015: Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for staff in the identification of and teaching children with autism and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing as specific children's needs arise.	Children with ASD are successfully included in all aspects of school life.
All extracurricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing as part of the ethos of the school.	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual time tables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing as specific children's needs arise.	Increase in access to the National Curriculum
Training for Awareness. Raising of Disability Issues.	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access		Community will benefit by a more inclusive school and social environment
Ensure all children on SEN list have a provision map in place.	Provision maps for all children.	Provision map is up to date and forms a key part of the planning process for all pupils.		Provision maps in place and highlighted to support the needs of individual children.
Review LA deployment	In review meetings with teaching assistants establish when they are available to support children each day	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE		Children who need individual adult support to participate in some activities have access to this support. Children who

	that may be different to their current working hours.	lessons, extra-curricular activities.		need individual adult support to participate in some activities have access to this
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