

Meadowdale Primary School

ACCESSIBILITY PLAN

ACCESSIBILITY PLAN- 2020 - 2023

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to the Equality Act 2010. The head teacher, SENDCO and Site manager are accountable for ensuring the implementation and review of the Accessibility Plan over a prescribed period.

1. Meadowdale Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will relate to other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes.
2. The Accessibility Plan is structured to complement and support the School's Equality Information and Objectives, and will similarly be published on the school website. We understand that the LA may monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. Meadowdale Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
 - 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 able-bodied pupils. 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 **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. 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.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Information and objectives
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs
- Promoting Positive Behaviour
- School Improvement Plan
- School Prospectus

8. The Accessibility Plan will be published on the school website <http://www.meadowdale.info/>

9. The Accessibility Plan will be monitored through the Local Governing Body Teaching and Learning Committee and Premises and Equipment Committee.

10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Issue No 4: Date: **November 2020**
Review Date: **November 2023**

Improving the physical access at Meadowdale Primary School

Task/Action	Strategies	Timescales	Lead	Success Criteria
All staff to make all classrooms accessible	Create and circulate a "Reasonable Adjustments" classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness	As necessary	Head teacher SENDco Site Manager Class teachers	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Improve signage and external access for the visually impaired	Replace external light bulbs immediately when blown	As necessary	Site Manager	Safety for the visually impaired is improved within the school environment
	Review and paint yellow stripes on edges of all external steps	As necessary	Site Manager	Access around the school site is improved
Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEP) for identified pupils and ensure members of staff are fully informed.	As and when necessary	Head teacher	All disabled children and staff working with them are safe and confident in the event of a fire
Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	As necessary	Site Manager All Staff	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times.
Ensure that access to school buildings and site can meet diverse pupils needs	Accessibility & clarity of signs around school	Completed January - September 2015	Head teacher Site Manager Class teachers	Access to school buildings and site improved
Disabled bay signage/markings	Clear identification of room functions.	As necessary	Site Manager	Accessible parking bay for disabled staff & visitors
Provision/upgrades of disabled toilets	Keep under review the need for disabled parking	As necessary	Site Manager	Accessible parking bay for disabled staff & visitors
Provision/upgrades of disabled toilets	Continue to monitor that the disabled toilets in the school are accessible and meet the needs of adults and pupils. Improve provision in one of the disabled toilets to include a hoist	Summer 2017	Site Manager	Pupils and adults have access to a disabled toilet
Further development of the building, e.g. the sports hall, take accessibility issues in to account.	Work with surveyors when planning modernisations.	In line with current building works	Head teacher Site Manager Project Manager	Where it can be reasonably achieved, the school building continues to be accessible for all.

Improving Access to the Curriculum at Meadowdale Primary School

Task/Action	Strategies	Timescales	Lead	Success Criteria
Ensure all Staff and governors have access to specific training on disability/equality issues	Use performance review meetings to identify training needs and inform professional development process	In line with the performance review cycle	Head teacher SENDco Leadership team	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective
Ensure all staff are aware of disabled pupils curriculum access	Ensure that information is shared with appropriate staff through various means, e.g. weekly review meetings, staff meetings, TA meetings, lunchtime team meetings and SEND workshops. Display up to date information relating to individual pupils needs in the staffroom and medical room.	As and when necessary As and when necessary	Head teacher Leadership team Management Team SEND team	All staff are aware of individual pupils' access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs
Ensure all staff are aware of, and are able to use, SEN software and resources	Run individual training sessions/workshops on use of SEN resources	Ongoing	SEND team	Wider use of SEN resources in all classes
Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes prioritised list for computer technology as required for pupils with disabilities	As required unless needs of pupils in school require immediate action	SENDco	Access to appropriate computer technology will be improved for all disabled pupils
Reflect identified areas of need in lesson planning and delivery Purchase of resources to increase student participation	Incorporate Quality First teaching into all planning Staff training on the purpose inclusive teaching. The needs of pupils shared with all staff through and by the use of the learning plan and pupil passport.	In-class support plans reviewed termly. Planning monitored by subject leaders.	Sendco Subject leaders	Improved access to curriculum for all pupils
Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed. New staff to be aware of plan through induction	Monitored continuously and reported at Governing body meetings	Head teacher Governing body All staff	Incidents of discrimination and harassment are zero
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Continue to seek the advice of specialist services with skills and expertise to work with pupils or provide training for staff	As required and in line with termly reviews	SENDco	Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the needs of children with a disability and special educational needs.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disabled sports	As required	PE coordinator	All to have access to PE and able to excel

Improving Access to the Curriculum at Meadowdale Primary School (continued)

Task/Action	Strategies	Timescales	Lead	Success Criteria
Heighten awareness of staff in relation to strategies and procedures employed by speech therapists for SLCD pupils	Provide training in relation to SLCD issues, for all staff	As required	Speech therapist/sensory team	Increased confidence of staff in supporting pupils with SLCD needs within mainstream
Ensure all policies consider the implication of accessibility	Consider all policies in view of priorities	On-going	Governors	Access to all aspects of school life for all pupils
Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Include intervention and in-class support plans, as appropriate. All new staff to be aware of plans through transition process	Termly pupil progress reviews and learning plan reviews	SENDco Class teachers	Systems in place monitoring academic and social progression Parents/carers are involved in process.
Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week.		All staff	Pupils are demonstrating that they understand and have a positive attitude towards disability

Improving Delivery of written information at Meadowdale Primary School

Task/Action	Strategies	Timescales	Lead	Success Criteria
Review information provided to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English	On-going	School Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	As and when required	School Office	All parents understand what are the headlines of the school information
Ensure the school website is accessible to pupils and parents who are visually impaired	Review guidance about accessibility of the website and new content added to the website is fully accessible	In line with scheduled website updates	Website designer	All can access information held on the school website.
Improve the delivery of information in writing given to pupils	Provide suitable enlarged, clear print for pupils with visual impairment	As required	Class teachers	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDco	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly person centred approach to the review formats and to establish effective communication with parents/carers	On-going	SENDco	All stakeholders are fully involved in the annual review process