

Accessibility Plan 2018/19

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all children, 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.

The Meadows School plans, over time, to increase the accessibility of provision for all children, 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 improvements to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. 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 **aids and equipment**, which may assist these students in accessing the curriculum.

Improve the delivery of **access to information** to students, staff, parents and visitors with disabilities including handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Plans relating to these key aspects of accessibility will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

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- Equal Opportunities and Diversity
- Health & Safety (including off-site safety)
- Learning and Behaviour Policy
- School Improvement Plan

The Action Plan for physical accessibility relates to the Access Audit of the School.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The Accessibility Plan will be monitored through the Curriculum and Finance Committees of the Governors.

The school will work in partnership with the LA in developing and implementing this Accessibility Plan.

Action Plan

Physical

Specialist services can advise on a range of environmental strategies to improve the inclusion of pupils with disabilities.

We have accessed the Occupational Therapist for Physical Difficulties.

The Sensory Support teams offer advice and training for identified pupils.

Some pupils benefit from pencil grips and adaptations to classroom furniture.

To support emotional needs we have access to quiet spaces, alternative individual space to sit exams, transport considerations and chaperoning to school when anxious.

There is joint working with CAMHS and other specialist medical professionals.

Access to information

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We make printed or displayed information accessible to pupils with disabilities. The increased use of interactive whiteboards and widening use of ICT is significantly enhancing the lives of pupils with disabilities. We use of different communication strategies such as internet; school websites and email are improving the dialogue between families and schools.

Local authority specialist services give us advice on producing information in large print, braille, dyslexia friendly, Easy-Read, coloured overlays, oral delivery and audio files etc. These formats are transforming access to information for pupils with disabilities.

Curriculum - Teaching and learning

We are increasing the extent to which disabled pupils can participate in the school curriculum including extended day activities. Our planning and teaching is designed to ensure progress for all through meeting individual needs. We offer a broad and balanced curriculum for all pupils and supplement this for individuals.

We are aware and access Local Authority specialist services to develop our practice and enhance provision and activities for pupils with disabilities through training, commissioned services and traded services.

We are aware that barriers are not just physical. Attitudes found in society based on prejudice or stereotype also disable people from having equal opportunities to be part of society. We endeavour to support an understanding and acceptance of diversity and aim to support pupils to avoid negative stereotyping.

Creative solutions are explored including change of class, Learning Assistant targeted intervention, Take 5, therapeutic support, peer support etc. in order to allow pupils displaying anxiety, depression, self-harm and other conditions to remain connected and part of the school community.

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Accessibility plan

2016-2019

Vision statement

This Equality and Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governors are accountable for ensuring the implementation of this policy. They will also review and report on progress of the Improving Accessibility Plan. The Policy and Plan will be monitored through the Health and Safety.

Purpose of the plan –

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors .

Responsibility for the implementation of the Accessibility Policy lies jointly with the Head Teacher and the Finance Committee, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school should have equality of opportunity to access the curriculum. We aim to make all areas of the site accessible. Where buildings cannot be adapted, changes will be made to the curriculum -typically this will mean re-rooming to accessible accommodation.

The principles of accessibility for all are implicit within our school policies.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability. This will be done by expanding and making reasonable adjustments to the curriculum to ensure that pupils with a disability are, equally prepared for life as are able bodied pupils. This covers teaching and learning and the wider curriculum of the school

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such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.

- Make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of	Assessment procedures used to measure progress, identify need and outcomes reported to parents/carers on a regular basis.	The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with student's potential ability.	ST	Continuous

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	pupils.				
Improve and maintain access to the physical environment	The buildings on site are not all accessible by wheelchair.	The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises e.g. installation of suitable pathways around the School site for wheelchair access.	HT and Governors to consider long term development of site and associated funding required for implementation.	ST, Governors	Continuous
Improve the delivery of written information to pupils		The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.		ST	Continuous

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[Section 3: Access audit](#)

Feature:	Description	Actions to be taken	Person responsible	Date to complete actions by
Access to site	<p>The gates to the site are adequate and are held open during school hours.</p> <p>There is a designated dropping off/loading/unloading process</p>	Maintain school approach signage	ST, Governors	Continuous
Parking bays	<p>Parking bays limited on site, lighting enhanced the area is free of obstructions.</p> <p>The pathways from the car parks to the principal entrance of the school are adequate and lit.</p> <p>There are no significant level changes which would prevent wheel chair use into the building.</p>	<p>Car park area resurface from grass to tarmac February 2018 half term completed</p> <p>Maintain lighting – lighting updated October 2018</p> <p>Mark including disabled parking bays on hold until KS3 development clear.</p>	ST, Governors	Continuous
Number of storeys	<p>Two storey building – old build</p> <p>One storey building – new build and leap</p>	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors	Continuous

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Corridor access	New build corridors wheelchair accessible	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors	Continuous
Classrooms access	All classrooms in new build are wheelchair accessible	Ongoing consideration of disabled access at the point of changes to the building Purchase any specialist furniture to meet individual students' needs	ST, Governors	Continuous
Lifts	None			
Entrances	Main entrances to the building is wheelchair accessible.	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors	Continuous
Ramps	Suitable paths in place for entrance to main building	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors	Continuous
Toilets	There are sets of toilets for both ambulant students. One separate toilet/shower room in the school building is fitted with grab rails and a shower seat to benefit any ambulant disabled persons. The flooring is well drained.	Ongoing consideration of disabled access at the point of changes to the building	ST, Governors	Continuous
Reception area	Accessible by wheelchair. Reception staff visible to wheelchair. Limited seating area - drafty.	Wheelchair user's check and badge process requires staff to	ST, Governors	Continuous

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		welcome and get details. Governors commissioned redesigning reception area to facilitate a more welcoming holding area for visitors – Completed August 2018		
Internal signage	Visitors are escorted around the school. Students with impairments would require assistance when first attending the school, but would quickly familiarise themselves with the layout of the property.	Ongoing consideration of accessibility at the point of changes to the building to include signage of rooms is of a type which would assist those with sight impairments.	ST, Governors	Continuous
Emergency escape routes	All escape routes clearly marked. A staff member would be assigned to any blind visitor to enable exit of building in the event of fire. The fire alarm system is auditory.	If required review the need for tactile fire escape route signage and supplementary visual warning system to current auditory system	ST, Governors	Continuous
Lighting	Buildings well light. Automatic emergency lighting available in event of power cut.		ST, Governors	Continuous
Curriculum Access	Ongoing review and development of curriculum to meet needs. Therapeutic support and targeted intervention.	Curriculum review with Govs August 2018 Curriculum development document	ST, Governors	Continuous

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		<p>January 2019</p> <p>Creative solutions are explored including change of class, Learning Assistant targeted intervention, Take 5, therapeutic support, peer support etc in order to allow pupils displaying anxiety, depression, self-harm and other conditions to remain connected and part of the school community.</p>		
<p>Do lessons provide opportunities for all pupils to achieve</p>	<p>All of our students have an EHCP</p> <p>Differentiated lesson plans.</p> <p>Access to computer technology</p> <p>The LA has a number of advisory teachers from whom staff can gain additional advice.</p> <p>Classes do not exceed 8 students (unless directed) and all have the support of learning and student support assistant. If the need arises additional support can be given.</p>	<p>The school has resources in respect of ICT equipment, and if the need arose would be able to purchase adaptive technologies.</p> <p>Maintain current systems which allow students' individual needs to be supported</p> <p>Respond to new needs as they arise</p> <p>Similarly the school would be able to provide specialist desks and seating if necessary.</p>	ST, Governors	Continuous
<p>Do lessons involve work to be done by individuals,</p>	<p>Varied teaching and learning styles utilised.</p>	<p>Monitored through classroom observation</p>	ST, Governors	Continuous

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pairs, groups and the whole class?				
Are all pupils encouraged to take part in music, drama and physical activities?	Broad and balanced curriculum available.	Curriculum review August 2018	ST, Governors	Continuous
Preparation of pupils for the next phase of education.	Students are supported in accessing work placements, visiting colleges of further education, facilitating practice interviews and providing information to enable students to make informed choices in relation to post 16 education/employment.	Maintain and develop further good links with further education establishments, work place providers. Careers event October 2018	ST, EW	Continuous
School Vehicles	The school fleet is not suitable for wheelchair use.	This would be reviewed if necessary.	ST, Governors	Continuous
Information Access				
Provision of information in simple language, symbols, large print, on audiotape, Braille for pupils, prospective pupils and parents/carers	Letters home to parents written in an accessible form. If need is identified strategies put in place to meet need e.g. parent/carer contacted by phone if difficulty in accessing the written word.	Improve school information systems as and when necessary to meet the specific needs of individual students or parents and carers. The delivery of whole school information would need improving significantly for disabled students. Timetables, notices, information about school events and extra-curricular activities etc. would need	ST, Governors	Continuous

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<p>who may have difficulty with standard forms of printed information.</p>		<p>redesigning.</p> <p>The use of Braille, audiotapes, large print, oral information systems of delivery, lip reading, sign language, a recognised symbol system, etc. could and would be used for students with disabilities if the need arose.</p> <p>Similarly information to parents and carers with disabilities could be made in their preferred format.</p> <p>Contact LA for information on companies who can translate into braille.</p>		
<p>Is information presented to groups in a way, which is user friendly for people with disabilities?</p>	<p>Letters home to parents written in an accessible form.</p> <p>Texting used to contact parents</p> <p>Phone used to communicate with parents and help offered if to complete forms.</p>		<p>ST, Governors</p>	
<p>Are staff familiar with technology an practices developed to assist people with disabilities?</p>	<p>School staff are familiar with meeting the needs of those students with dyslexia, dyspraxia or ADHD.</p> <p>Currently no student has additional physical problems.</p>		<p>ST, Governors</p>	<p>Continuous</p>

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School announcements – staff pigeon holes, notice boards.	Any staff with disabilities has a personal risk assessment.	Risk assessments reviewed as required.	ST, Governors	Continuous
Access to information	Regular calls to parent/carer Website updated to celebrate events.		ST, Governors	Continuous

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