

Accessibility plan

Meadow View Farm School



Meadow View Farm School
excellence as standard

Adopted: August 2022

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Many of the children attending Meadow View Farm School have experienced some form of early childhood adversity- socially, educationally or both. We work hard to ensure every child feels accepted and valued. We work hard to encourage all children to develop acceptance, tolerance and empathy and empower them to understand they too can feel entitled to be treated with equality, equity, and respect.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including staff, pupils & parents.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress & engagement is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Engagement in subjects will be tracked for each child, where there is less engagement, this will be analysed and the curriculum adapted if needed to enable the child to engage.</p> <p>If low engagement is sustained, further investigation will be undertaken to assess the child's readiness to learn or determine if a referral to an appropriate agency (EP, OT, RISE, CAMHs) needs to be made or an intervention needs to be put in place.</p> <p>Subject Leaders will feedback engagement levels to curriculum lead and adapt curriculum if required.</p>	<ul style="list-style-type: none"> ● Each teacher tracks engagement levels and liaises with Deputy Head Teacher/Subject Leaders during progress checks-termly ● If low engagement is sustained, Class Teacher to liaise with SENCo regarding further interventions or determine if external referrals is required. ● Termly and annually, subject leaders to feedback engagement levels to curriculum lead with analysis and appropriate recommendations to increase engagement in lessons. 	<p>Class Teachers (CT)</p> <p>Subject Leads (SL)</p> <p>Curriculum Lead (CL)</p> <p>SENCo</p> <p>Deputy Head (DHT)</p>	<p>Termly- ongoing</p>	<ul style="list-style-type: none"> ● CT Review & analyse progress checks systematically, ahead of next units to be taught ● Report any low-level engagement to subject lead, SENCo, DHT (as appropriate) ● SL to analyse engagement across phases and units of work and feedback to CL

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps & portable ramp if required ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Specialist CCTV devices for children with VI ● Communication friendly environment ● Sensory seeking & avoiding environments as appropriate to the needs of each child 	<p>To ensure that signage around school is up to date and communication friendly for all children</p>	<ul style="list-style-type: none"> ● HT & DHT to audit learning environment to ensure signage is up to date and identify any areas of need for formal signage and communication friendly signage. ● Liaise with DP re: CIP software and creating communication friendly signs ● Liaise with VC re: formal signs 	<p>HT & DHT DP (CIP signs) VC</p>	<p>Easter 2026</p>	<ul style="list-style-type: none"> ● Communicate in Print signs to reinforce 'formal' signage ● Formal signage up to date

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Pictorial or symbolic representations 	<p>Continue to improve the use of tools for those children with limited communication skills so they are better equipped to communicate their wants and needs, alongside Voice 21 which is being implemented across school to improve oracy.</p>	<ul style="list-style-type: none"> ● SENCo to research tools that can be used by children with limited ability to communicate verbally in conjunction with Voice 21 champion ● Tools to be explored with those children to increase their ability to communicate 	<p>SENCo, DT & CT</p>	<p>Dec 2022</p>	<ul style="list-style-type: none"> ● Research best tools to enable communication for those with limited speech, liaise with SALT ● Liaise with children & families of children ● Liaise with Voice 21 champion

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher & Proprietary Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy