



The Meadows Primary Academy

Sowing the Seeds of Success

Accessibility Statement

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Written By

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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.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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.



We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

3. Action Plan

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

Aim	Actions to be taken	Person Responsible	Date to Complete Actions by	Success Criteria
1. Improving participation in the Curriculum				
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff Use of Technology, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	SENDco/ SLT	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps



Adaptations to the curriculum to meet the needs of individual learners	Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	SENDco/ SLT/ Teacher	In place and ongoing	Needs of all learners met enabling positive outcomes
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	SENDco/ SLT/ Staff leading clubs	In place and ongoing	Increased access to the extracurricular activities for all pupils with SEND.
2. Improving the physical environment				
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	SW SLT	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	Designated disabled parking Wide doors and corridors Clear route through school	HT	In place and ongoing	School will be fully accessible for wheelchair users
Maintain safe access around exterior of school	Ensure that pathways are kept clear	SW/ H&S team	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	SW/ H&S team	In place and ongoing	People with disabilities can move safely around the school
3. Improve the delivery of written form				
Availability of written material in alternative formats	Newsletters emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect	Office/ SLT	In place & ongoing	All parent/carers will be up to date and well



	Key content published on school website Provided translated documents where appropriate			informed of school information
Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Class teachers/ Senco	In place & ongoing	Pupils able to access all school documentation

