

# **The Meadows School**



## **Accessibility Policy**

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## **1. Introduction and aims:**

At The Meadows School we believe in providing every opportunity to develop a pupils' full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with or without a disability. This policy should be read in conjunction with The Meadows Public Sector Equality Policy.

## **2. Background:**

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

## **Legal Background**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The act requires schools to have an accessibility plan aimed at:

Both school and LAs are required to plan for:

### **a) Improving access to the physical environment of schools**

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations 2010 and the Education (School Premises) Regulations 2012 and should be physically accessible to disabled pupils.

### **b) Increasing access for pupils to the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as leisure, sporting and cultural activities or school visits. LA's may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

### **c) Availability of written information**

This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LA's and schools have a duty to review their strategies and plans, revise them if necessary and to implement them. LA's and schools should prioritise resources for implementing their strategies and plans.

### **3. Our Duty**

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.
- We do not discriminate against anyone.
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

It is our duty to make sure that:

### **4. Definition of disability:**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a "substantial" and "long-term" negative effect on your ability to do normal daily activities

### **5.Principles:**

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the School's Special Educational Needs (SEN) Information Report.
- Our admissions policy does not discriminate against a disabled child.
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment.
- When recruiting staff disabled people will not be discriminated against.
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our

curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

## **6. Purpose and direction of the school's plan:**

The Meadows School's Accessibility Action Plan (AAP) aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

## **7. Information from pupil data and school audit:**

- Pupil admission information
- Parental questionnaire
- Pupil questionnaire
- Arbor data
- SEN reviews/EHCP's
- Recruitment process
- Staff and Governors questionnaire
- Discussion with relevant medical professionals and other outside support agencies
- Data analysis
- Celebration assemblies, certificates, letters home, etc.

Information about the needs and achievements of disabled people will be gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

## **8. Views of those consulted during the development of the plan:**

To ensure The Meadows is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our APP include:

- Staff
- Pupils
- Parents

- Governors
- Partnerships with external agencies

### **9. The main priorities in the school's plan:**

- Increasing the extent to which the school curriculum enables full participation for all groups of pupils
- Continuing to develop the physical environment of the school to increase the extent to which pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to pupils, young people and adults

### **10. Making reasonable adjustments**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the physical environment:

- Structured and supportive playtime and lunchtime activities
- Ensuring all adjustments to current buildings are compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need
- Availability of specialist equipment for pupils when required

(b) curriculum:

- facilitating the accurate identification and assessment of individuals
- supporting pupils so their health and well-being needs can be met and they can access the curriculum.
- supporting postural management and encouraging the development, refinement or maintenance of skills in independent mobility.
- helping pupils to manage personal care.
- promoting relaxation and support to help pupils manage stress and anxiety.
- supporting pupils to overcome sensory barriers to learning including visual and auditory impairment
- use of technology to aid pastoral and academic success
- promoting independence and learning through use of specialist aids and equipment

- Differentiated pathways to maximise learning opportunities and preparation for adult life.

At The Meadows School, we recognise that in order for our pupils to achieve their potential, all staff at The Meadows School should endeavour to employ current pedagogic styles and ideas. We work with agencies and training centres to establish best practice and curriculum development in order to ensure that the Curriculum is accessible and relevant to all. The Meadows School delivers a Curriculum based on feedback from pupils, parents, staff and Governors. This ensures that all pupils access a relevant program at the appropriate level of learning. Whilst doing this we ensure that, through cross-curricular links, pupils are supported to develop their own learning and map subject knowledge in order to deepen their knowledge and application of higher-level thinking and independent skills.

We recognise that our pupils have personal needs which are central to their learning and for some present additional challenges to their success. Daily provision must be responsive to these needs and curriculum balance and design be reviewed on an on-going basis to enable the holistic needs of pupils to be met.

Examples include:

Curriculum provision includes access to learning outside the classroom. All pupils have the opportunity to access an outdoor curriculum irrespective of their disability. We work closely with external providers to ensure that any provision we use is accessible for all. This includes quality assurance checks and the offer of training for outside agency staff to better understand the needs of our pupil.

#### (c) Communication

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Appropriate visual labelling and signage
- Newsletters to parents
- News pages on the school website (when available)
- Visual support to access website information
- Updates and latest news using our social media sites
- Informal discussions with parents
- Monthly coffee morning for families
- Home-school communication books
- Pupil communication passports for those with complex needs
- Telephone messages and conversations with parents

- Most information is available electronically and can be converted to other appropriate formats
- Governor meetings
- Use of Evidence for Learning to support home/school communication
- Social media
- Parent portal

Many of our pupils have an identified speech, language and communication difficulty. This means that they are not always able to communicate their needs, wants or preferences to those around them. Communication between home and school is also important so parents are able to know developments within the school or the latest news. At The Meadows School we support communication with pupils, staff and parents using a variety of different mediums. These include:

### **11. Monitoring and Impact Assessments**

The Governing Body will review the Action Plan annually during the Summer Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense.

The action plan will be evaluated and updated annually.

The plan will be available on the school website and hard copies produced on request at the School Office.

## 1. The Meadows School Accessibility Action Plan

### Physical Environment

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Review and enhance sensory room provisions around Oldbury site	<ul style="list-style-type: none"> <li>- Improved levels of regulation leading to enhanced access to curriculum and attainment</li> </ul>	SLT		July 2028
A more clearly defined universal offer that teachers use to audit their learning environments with support of multi-agency	<ul style="list-style-type: none"> <li>- Improved levels of regulation</li> <li>- Sensory needs better met</li> <li>- More readiness for learning</li> </ul>	SLT		July 2026
Enhance outdoor learning areas including Nature Trail and Forest School	<ul style="list-style-type: none"> <li>- Improved accessibility for all students including PMLD</li> <li>- Student will have access to an effective learning space that will directly impact their attainment and wellbeing</li> </ul>	SLT		July 2027
Ensure learning environments are fully adapted as the school expands, specifically at Connor Road site	<ul style="list-style-type: none"> <li>- Students are based in learning environments appropriate to their needs (physical,</li> </ul>	HT/SLT		September 2026

	hearing, visual, sensory processing)			
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**Curriculum:**

<b>Action</b>	<b>Outcome</b>	<b>Monitoring</b>	<b>Evaluation Completed</b>	<b>Completion Date</b>
Increase the use of assistive technology to promote student engagement and to support teaching and learning, in line with individual student needs and learning pathways	Improved access to learning for students through the effective use of assistive technology. This will support increased student engagement, independence, and participation in lessons, enabling students to access the curriculum more equitably and make progress in line with their individual learning pathways. It will also support staff in delivering more inclusive teaching strategies and removing barriers to learning.	SLT, Computing Lead, Quality of Education Team, Governors		Ongoing
To continue to develop and sustain a culture of high aspirations through a fully embedded and inclusive careers programme.	All students have access to a structured and inclusive careers programme that raises aspirations and supports informed decision-making about future education, training and employment. Students will continue to develop an increased awareness of career pathways and opportunities and will be supported to set ambitious yet achievable goals in line with	SLT, Careers Lead, Key Stage 5 Lead, Quality of Education Team, Governors		Ongoing

	their individual strengths, interests, and needs. Positive destination data shows students progressing to appropriate pathways such as further education or supported internships.			
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### Availability of Information

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Review and update the school website	Ensure that new accessibility functions are integrated into update of site	David Morgan		Ongoing
Ensure that all documentation sent home is accessible for all	Parents/carers will be able to understand written communication that is sent home.	Admin Team/SBM		Ongoing

## Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wide with access for wheelchairs and standing frames	Ensure pupil equipment does not block corridor	Headteacher, Business Manager, SLT, All Staff	Ongoing
Parking bays	Disabled parking bays marked	None required	Site Manager/Assistant	Ongoing
Entrances	Automatic front doors – enclosed lobby	None required	Site Manager/Assistant	Ongoing
Toilets	There are designated toilets with disabled access and alarms	Regular testing of alarms	Site Manager/Assistant	Ongoing
Reception area	Accessible to wheelchair users	None required	SBM	Ongoing
Internal signage	Accessible signs in place	None required	SBM	Ongoing
Emergency escape routes	Fire evacuation plan in place. Identified pupils have personal emergency evacuation plans	Ensure weekly testing of system and maintenance.  Ensure PEEPs are in place as required for identified students.	Business Manager, Site Manager/Assistant.  SLT	Ongoing