



Meadowhead School Academy Trust

Accessibility Plan



**This is a policy of Meadowhead School Academy Trust.
Meadowhead School is a Foundation School
and a member of the
Meadowhead Community Learning Trust**

Staff Responsible: Deborah Christie and Amanda Houghton

Created: October 2016

Accessibility Plan

This plan outlines the proposals of the governing body of Meadowhead School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

Planning Duty 1 – Participation in the Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible.	Audit of curriculum	Headteacher / Teachers / SENCO	Autumn 2016	Management and teaching staff are aware of the accessibility gaps to the curriculum.	Autumn 2017
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members.	Headteacher / External advisors / SENCO	Autumn 2016	Staff members have the skills to support children with SEND.	Autumn 2017
Medium term	School trips do not take into account children with SEN and disabilities	Needs of children with SEND incorporated into planning process.	Teachers / SENCO	Autumn 2016	Planning of school trips takes into account children with disabilities.	Autumn 2017
Long term	Pupils with SEND cannot access lessons.	Provide tablets to pupils with SEND	Headteacher / ICT Manager / SENCO	Autumn 2016	Pupils with SEND can access lessons.	Autumn 2017

Planning Duty 2 – Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible.	Audit of physical environment.	Building surveyors	Autumn 2016	School is aware of accessibility gaps to its physical environment.	Autumn 2017
Medium term	Learning environment of pupils with visual impairment is not accessible.	Incorporation of appropriate colour schemes.	School Business Manager	Autumn 2016	Learning environment is accessible to pupils with visual impairments.	Autumn 2017
	Toilets are not accessible.	Handrails installed	School Business Manager	Autumn 2016	Access to toilets is increased.	Autumn 2017
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	School Business Manager / Building contractors	Autumn 2016	School buildings are fully accessible.	Autumn 2017

Planning Duty 3 – Delivery of Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff does not know whether school information is accessible or not.	Audit of information delivery procedures.	SENCO / ICT Manager	Autumn 2016	School is aware of accessibility gaps to its information delivery procedures.	Autumn 2017
	School does not know how to make written information accessible.	School seeks advice from external advisors.	SENCO	Autumn 2016	School is aware of local services for converting written information into alternative formats	Autumn 2017
Medium term	Written information is not accessible to pupils with visual impairments	Purchase braille machine and translate.	SENCO / ICT Manager	Autumn 2016	Written information is fully accessible to children with visual impairments.	Autumn 2017
Long term	School website is not accessible to children with SEND.		ICT Manager	Autumn 2016	Website is fully accessible.	Autumn 2017

Monitoring, Evaluation and Review

This policy was formally approved by the Governing Body on _____

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded

Chair of Governors _____ Date _____

Headteacher _____ Date _____

Review Date _____