



Meadowhead School Academy Trust

Accessibility Plan



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Accessibility Plan

Meadowhead School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

The definition of disability under the Equality Act 2010

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage ('reasonable adjustment')

The school governors have the duty to publish Accessibility Strategies and Plans

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.

Currently at Meadowhead School all students can access the curriculum regardless of disability. The school is a purpose built building which has taken into account the need for access to all.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future

population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled students can participate in schools' curriculums.

The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to progressively improve access to the curriculum for all disabled students, although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

3. Improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Meadowhead School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. This part of the duty covers planning to make information normally provided by the school in writing to its students – such as hand-outs, timetables, textbooks, information about school events – available to disabled students. This will include alternative formats such as large print, coloured overlays and the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the student's disabilities and students' and parents' preferred formats. Students and/or parents may be offered the services of an interpreter or a signer as appropriate to ensure effective communication with families.

Aims

Meadowhead School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum, including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting an admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend, in all its literature and making staff and students aware of the importance of language

4. The Governing Body will monitor how targets have been met through the annual audit and what impact they have had on the achievements of students with disabilities

Monitoring

Meadowhead School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parental engagement

AUDIT

Category	Comments	Action
1) How does your school deliver the curriculum		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Within the SEN department staff are regularly given updated training. Training will be given specific to student's needs.	
Are your classrooms optimally organised for disabled pupils?	Where a student has a disability the classroom organisation is adapted to recognise the needs of that student e.g. seating plans adjusted.	
Do lessons provide opportunities for all pupils to achieve?	Our inclusive policy aims to engage all students in learning to maximise their potential to achieve.	
Are lessons responsive to pupil diversity?	As above	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Quality first teaching means all students receive a range of teaching methods and styles.	
Are all pupils encouraged to take part in music, drama and physical activities?	All students in school participate in music, drama and PE are actively encouraged to participate in physical activities through HFWB etc. (Healthy Lifestyles)	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	These issues are identified through SEN reviews and referrals from teachers and parents and breaks are put in throughout the school day as necessary.	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	All students with SEND have a personal profile and will specify if such adjustments are needed to be made by teachers and school staff.	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	All HFWB lessons are differentiated so that all students can participate and achieve.	
Do you provide access to computer technology appropriate for students with disabilities?	Access to laptops for students with identified needs is provided and managed by the staff in the LRC.	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	All trips and activities are available for all students in Meadowhead irrespective of any disability. The school will ensure risk assessment are in place to accommodate the needs of its children in all activities.	
Are there high expectations of all pupils?	Our expectations of all our student are high, we aim for our students to achieve their full potential in all aspects of school life.	
Do staff seek to remove all barriers to learning and participation?	Our inclusive policy and SEN policy seek to remove barriers and provide students with access to learning	

Category	Comments	Action
2) Is your school designed to meet the needs of all pupils?		
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	The facility was completed in 2007 and meets the legislation of that time for access. Corridors, doors, lifts, outdoor facilities allow access for all. Under the PFI agreement the building must respond to any changes in legislation.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	The building is DDA compliant and there is lift access to all areas.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	The site is DDA compliant.	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability?	The alarms in the school are compliant with current legislation, Identified refuge areas also exist as part of the evacuation procedure. Students with physical disabilities, whether permanent or temporary are given a one to one induction to ensure their understanding of procedures in the event of an emergency evacuation.	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Consideration will always be given to colour schemes to maintain a calm environment	
Are areas to which pupils should have access well lit?	Latest LED lighting fitted around school	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	PPE is available for all students in areas that have a "noisy environment" Students are also invited to spend time in quieter areas during social times if they wish.	
Is furniture and equipment selected, adjusted and located appropriately?	Any specific furniture requirements are met.	

Category	Comments	Action
3) How does your school deliver materials in other formats?		
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Students may be identified either on entry or as part of "Wave 1" classroom teacher intervention. Further assessment will be made by the SENCO who will advise on specific requirements.	
Do you ensure that information is presented to groups in a way that is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Teaching staff will respond and differentiate for specific individual needs	
Do you have the facilities such as ICT to produce written information in different formats?	As above	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	As above	