

# Meadowhead School and Sixth Form



## Accessibility Plan 2025

This is a policy of Meadowhead School and Sixth Form.

<b>Staff Responsible:</b>	Kate Miller – Assistant Headteacher
<b>Trustee Link:</b>	
<b>Author:</b>	Kate Miller – Assistant Headteacher
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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.

## **Terminology Updates**

SEND (Special Educational Needs and Disabilities)

Education, Health & Care (EHC) plans

All acronyms (SEND, SENCo, EHCP, LA, etc.) defined at first use.

## **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')

This policy explicitly recognises duties under the Public Sector Equality Duty (PSED): to eliminate discrimination, advance equality of opportunity, and foster good relations.

The policy also references the SEND Code of Practice (0–25 years), relevant DfE guidance, and statutory duties regarding accessibility and inclusion.

The board of trustees 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

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 covers aids to improve the physical environment—including steps, stairways, kerbs, entrances, emergency exits, signage, ventilation, lighting, lifts and accessible toilets.

The Accessibility Plan includes clear, measurable targets for environmental accessibility, timescales, responsibilities, and evaluation processes.

Assistive physical and ICT resources (e.g., adjustable desks, specialist seating, sound amplification, magnification tools) are reviewed annually.

## 2. Increasing participation in the curriculum

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

This strand includes teaching and learning accessibility through organisation, support, deployment of staff, timetabling and staff training.

The graduated approach (Assess → Plan → Do → Review) is used in line with the SEND Code of Practice.

Criteria for adding or removing students from the SEND register are clearly defined, including teacher assessment, progress data, and external agency advice and the Sheffield Support Grid.

Parents/carers and pupils are meaningfully involved in planning, reviewing provision, and co-producing support plans.

Deployment of support staff is structured to promote independence rather than dependence.

## 3. Improving delivery of information

Any students requiring additional support are clearly identified on entry to Meadowhead School.

This part of the duty covers planning to make written information available in accessible formats.

Alternative formats include large print, Easy Read, audio, coloured overlays, accessible digital formats, captions, alt text, and translated materials.

The school complies with digital accessibility expectations (e.g., WCAG) across websites and online platforms.

# Aims

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

- having high expectations of all students
  - finding ways in which all students can take part in the full curriculum
  - planning out-of-school activities so that students with disabilities can participate
  - setting an admissions policy that does not discriminate
  - devising teaching strategies that remove barriers
  - planning the physical environment to meet students' needs
  - raising staff awareness of disability through training
  - providing written information in user-friendly formats
  - using respectful, inclusive language
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- embedding SEND and accessibility into the School Development Plan and self-evaluation processes
  - ensuring budgeting and resource allocation reflect accessibility needs
  - ensuring assistive technology, specialist software and alternative communication tools are available and effectively used

## **Governance & Accountability**

A named trustee holds responsibility for SEND and accessibility oversight.

SLT, SENCo, and site leadership roles are clearly defined in implementing the plan.

Annual reports to trustees include progress against targets, audits, impact evaluations, and future actions.

# Monitoring

Meadowhead School recognises that monitoring is essential.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post-16 destinations
- Staff recruitment
- Governing body representation

Monitoring includes pupil voice, staff feedback and parent consultation.

Data for SEND pupils is compared to non-SEND pupils to assess progress and equity.

## Review Cycle & Version Control

This policy is reviewed annually, with a full update every three years.

# 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	

<b>Category</b>	<b>Comments</b>	<b>Action</b>
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.	

<b>Category</b>	<b>Comments</b>	<b>Action</b>
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	