



Accessibility Plan

2026 - 2029

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<i>Approved by:</i>	Governors
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Contents

Vision Statement ...	Page 3
Key Aims of the Accessibility Plan ...	Page 3
Legislation and Guidance ...	Page 4
Current Good Practice ...	Page 4
Management, coordination and implementation and review ...	Page 5
Complaints ...	Page 5
Action Plan ...	Page 6

Vision Statement

At Meadowside Community Primary & Nursery School, we are committed to creating an inclusive, welcoming and accessible environment where every pupil, parent, carer, member of staff and visitor is valued and supported. We aim to remove barriers to learning, participation and communication, ensuring that individuals with disabilities, medical conditions and additional access needs can fully access and engage with all aspects of school life. Through continuous improvement of our curriculum, physical environment and communication practices, we will promote equality of opportunity, independence and achievement for all.

Key Aims of the Accessibility Plan

1. **To increase access to the curriculum** for all pupils, ensuring that those with disabilities, medical conditions or additional needs can participate fully and achieve their potential.
2. **To improve and maintain access to the physical environment** of the school, enabling pupils, parents, staff and visitors with disabilities to move around the site safely and independently.
3. **To improve access to information and communication**, ensuring information is available in accessible formats and that communication needs are met effectively.
4. **To promote equality, inclusion and independence** by identifying and removing barriers to participation in all aspects of school life.
5. **To ensure reasonable adjustments are made** for pupils, parents, carers, staff and visitors with disabilities, medical conditions or other access needs.
6. **To support successful transitions and engagement**, ensuring all pupils and families can access school activities, events and opportunities.
7. **To work collaboratively with pupils, parents, staff and external agencies** to identify needs and continuously improve accessibility across the school.
8. **To meet the requirements of the Equality Act 2010** and foster a culture where diversity is valued and everyone feels welcomed, respected and included.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Equality Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 auxiliary aid or adjustments to premises.

Current Good Practice

The school is committed to providing an inclusive environment that values and supports all pupils, staff, parents, carers and visitors.

Current good practice includes:

- Providing appropriate support for pupils with SEND, disabilities and medical conditions through individual planning and reasonable adjustments.
- Working closely with parents, carers and external agencies to identify and meet individual needs.
- Ensuring that pupils with disabilities can access the curriculum through differentiated teaching, adapted resources and additional support where required.
- Developing Individual Healthcare Plans and risk assessments as appropriate.
- Providing staff training to support inclusive practice and awareness of disabilities and medical conditions.
- Making reasonable adjustments to enable participation in educational visits, extracurricular activities and school events.
- Maintaining step-free access to key areas of the school where possible.
- Providing accessible toilet facilities.
- Reviewing accessibility needs during admission and transition arrangements for new pupils.

- Promoting an inclusive ethos through policies, procedures and everyday practice.
- Regularly consulting with pupils, parents, carers and professionals to identify and remove barriers to participation.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is shared with staff.
- We make links with other schools to share best practice through regular SENDCO network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head teacher. The Chair of Governors or nominated person from the Board of Governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

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

Aim/ Target	Strategies/ Action	Resources	Actions to be taken	Person Responsible	Success Criteria
Access into school and reception to be fully compliant for visually impaired people, hearing impaired, and those in wheelchairs.	- Designated disabled parking available in the school car park. - Step free access from parking and pathways to Reception. - Automatic doors leading to the Main Reception. - Adequate circulation space for wheelchair manoeuvring. - Accessible toilet facilities nearby. - Emergency evacuation arrangements that consider wheelchair users. - Reception staff are aware of carers/parents who need assistance to enter the building. - External pathways cleared of vegetation and moss. - Internal corridors are checked daily.	On-going Maintenance of building. Surfaces gritted in cold weather.	Undertake an accessibility review of the Main Reception Area against Equality Act 2010 requirements and current inclusive design standards, considering the needs of wheelchair users, visually impaired people and hearing-impaired people. Implement any identified improvements, including consideration of a hearing loop system, accessible reception facilities, appropriate signage and communication aids.	Head Teacher Site Manager	The school entrance and reception area are accessible and welcoming to all visitors, pupils, parents and staff, including those with visual impairments, hearing impairments and mobility difficulties. Appropriate adjustments, equipment and signage are in place, enabling individuals to access information, communicate effectively and enter the building independently and safely.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs to enable full participation in school life and the curriculum.	- Identify and respond to individual needs promptly. - Provide appropriate reasonable adjustments. - Remove barriers to learning and participation. - Ensure equal access to the curriculum and wider school activities. - Provide specialist equipment and support where required.	SENDCO time and expertise. External specialist services (e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Hearing	- Ensure pupils' access needs are identified through admissions processes, transition meetings, EHCP reviews, medical plans and ongoing communication with parents/carers. - Develop and review individual support plans, risk assessments and healthcare plans where required.	SENDCO Head Teacher Class Teachers	Pupils with disabilities, medical conditions and other access needs can fully participate in learning and school activities. Reasonable adjustments are identified and implemented in a timely manner.

	• Develop staff knowledge and confidence. • Work in partnership with families and external agencies. • Monitor the effectiveness of adjustments.	and Vision Support Services) Individual Healthcare Plans and EHCP documentation. Adapted furniture and equipment. Funding through the school's SEND budget and, where applicable, EHCP funding. Collaboration with parents/carers and external agencies.	• Adapt teaching methods, resources, equipment and classroom environments to meet individual needs. • Make reasonable adjustments for educational visits, extracurricular activities, assessments, examinations and school events. • Assess needs and provide assistive technology, adapted furniture, sensory resources or specialist services as appropriate. • Deliver regular staff training on SEND, disability awareness, medical needs and inclusive practice. • Seek advice from specialist services and involve parents/carers and pupils in planning and reviewing support. • Review adjustments regularly through pupil progress meetings, annual reviews and feedback from pupils and families.		Staff demonstrate awareness of pupils' access requirements. Parents, carers and pupils report that support meets identified needs. Barriers to access are reduced or removed wherever practicable.
Ensure information is accessible in all formats.	• Provide large print, electronic and alternative format documents where required. • Make the school website accessible. • Review communication methods for parents and pupils with disabilities. • Ensure emergency information is accessible.	School website with accessibility features. Large-print versions of letters, policies and learning materials. Braille production services where required. Audio versions of key documents.	• Provide large print, electronic and alternative format documents where required. • Make the school website accessible. • Review communication methods for parents and pupils with disabilities. • Ensure emergency information is accessible.	SENDCO Head Teacher Office Manager Class Teachers	Information can be provided in alternative formats on request. School communications meet accessibility requirements. Pupils, parents and visitors can access information independently or with

		Translation and interpreting services, including British Sign Language (BSL) interpreters where necessary. Assistive technology software. Coloured overlays and adapted learning materials. Accessible communication Support and advice from specialist. Staff training on creating accessible documents and communications. Budget allocation for specialist resources and reasonable adjustments.			appropriate support. Staff are confident in producing accessible documents and communications.
Ensure all new pupils, including those with disabilities, SEND, medical conditions or additional access needs, are successfully supported to transition into school.	Provide a structured, inclusive transition programme that identifies and responds to individual needs, enabling all pupils to access learning, develop confidence and integrate successfully into school life.	SENDCO time. Transition meetings. Staff training. Transition resources (social stories, visual aids, welcome booklets) Support from external agencies.	- Gather information from parents/carers, previous settings and relevant professionals before admission. - Identify any access requirements, disabilities, medical needs or reasonable adjustments required. - Arrange additional transition visits where appropriate. - Provide visual timetables, photographs, social stories or	SENDCO Head Teacher Class Teacher	All new pupils participate in a planned transition process. Individual access needs are identified and appropriate adjustments are in place before admission.

		Additional visits and induction sessions. Parent/carer engagement.	transition booklets to support familiarisation with the school environment. • Develop individual support plans and healthcare plans as required. • Ensure staff are informed of pupils' needs before their start date. • Liaise with external agencies to secure specialist advice and resources where needed. • Assign a key adult or mentor to support pupils during their transition period. • Monitor pupils' wellbeing, engagement and progress during their first term and adapt support as necessary.		Pupils settle into school successfully and engage positively with learning. Parents/carers report that transition arrangements have met their child's needs. Attendance, wellbeing and participation data indicate successful integration into school life.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so they can fully support their child's education.	• Develop inclusive communication and engagement practices that enable all parents and carers to access information, attend meetings and participate fully in their child's education.	SENDCO School communication systems. School Website. Accessible document formats and software.	• Identify and record any access requirements of parents and carers. • Provide information in accessible formats upon request (e.g. large print, electronic format, audio, Braille, translated documents). • Ensure school events, meetings and parents' evenings are accessible. • Offer alternative methods of communication, including telephone, email, video calls and online meetings. • Provide interpreting services, including British Sign Language (BSL) where required. • Ensure accessible parking, step-free access and suitable meeting locations are available.	Head Teacher SENDCO Office Manager	Parents with disabilities or additional access needs can access school information in a suitable format. Parents can attend meetings and school events with appropriate support and adjustments in place. Communication barriers are identified and addressed promptly. Positive feedback is received from parents regarding accessibility and inclusion.

			• Train staff on disability awareness and inclusive communication. • Review accessibility arrangements regularly through feedback from parents and carers.		Parents are able to participate fully in decisions relating to their child's education.
Ensure an annual accessibility audit is completed to identify and address barriers to access for pupils, parents, staff and visitors.	Monitor and review the accessibility of the curriculum, physical environment and information provision through an annual audit process to support continuous improvement.	Accessibility audit checklist/template. Staff time. Site inspections. Feedback from pupils, parents, staff and visitors. Governor oversight and monitoring.	Undertake and document a comprehensive annual accessibility audit of the school site, facilities, communication methods and practices. Develop and implement an action plan to address any issues identified.	Head Teacher SENDCO Site Manager	Annual accessibility audit completed and documented. Findings reported to the Headteacher and Governing Body. Identified actions incorporated into the Accessibility Plan. Progress against actions monitored and reviewed. Evidence of continuous improvements to accessibility across the school.

This document will be reviewed every **three years** but may be reviewed and updated more frequently if necessary.

It will be approved by the Board of Governors.