

# Meadowcroft Infant School

## Accessibility Policy and Plan

September 2024 - 2027

Policy reviewed: Autumn 2024  
Date of next review: Summer 2027

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to share this commitment.

### **Introduction:**

This plan outlines how Meadowcroft School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

### **Equality Act 2010**

Part 5A of the Disability Discrimination Act 1995(DDA) requires the governing body to:

- promote equality of opportunity for those with disabilities: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

### **Definition of Disability:**

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **Accessibility Plan Aims:**

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

The above aims will be delivered within a reasonable timeframe, and in ways, which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities 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 headteacher and other relevant members of staff.
- Governors.
- Pupils' parents.
- Outside agencies (where required).

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Increase teaching staff confidence in adapting the curriculum to suit the needs of all children	Audit staff training needs. Provide CPD for staff where need is highlighted	Ongoing	SENDCo	Increased staff confidence in adapting the curriculum and increasing pupil participation.
Develop the confidence and knowledge of teaching assistant to support children of all needs	Meetings to check in with teaching assistants.	On going	Class teachers SENDCo	Improved understanding of barriers to learning and how to adapt practice to support all.
Provide ICT equipment (hardware & software) to support curriculum needs of disabled children	As required, School currently provid ipads and/or laptops to support children in producing work.	On going	Class teachers SENDCo	Appropriate ICT equipment to meet curriculum needs of all children
Ensure all PE and	Review children's	As required	PE coordinator Class teacher SENDCo	All children accessing

sports provision is accessible to all	current access to PE, sports and enrichment provision - made any necessary adaptations			appropriate sports and PE provision
All educational visits to be as accessible as possible	Ensure each new venue is visited to check for access and appropriateness	As required	Trip leader EVC co-ordinator	All pupils in school able to access all educational visits and take part in a range of activities

### Improving the physical environment of the school

Provision in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Maintain full access to whole site & all buildings for all children, staff, governors and visitors	Regular site management checks	Weekly	Premises Manager	Children, staff, governors and visitors' access needs are met Checks are completed and records kept
	Routine site management & safety checks by Governors	Annually	Governors	
	Consider access needs during any recruitment process as required	As required	Headteacher	Access requirements do not influence recruitment & retention
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, teachers parents and visitors	As required	SENDCo Headteacher	Access for all

**Monitoring and Evaluation**

The implementation of this policy is monitored by the Headteacher and by governors to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors every three years, or earlier if need arises. This policy will be promoted and implemented throughout the school.