The Meadows Primary School

Accessibility Policy

January 2026

To be reviewed January 2029

Our vision

At The Meadows Primary School, children are at the heart of all we do.

We welcome all children and their families to join our nurturing and inclusive school community.
The Meadows offers fun and positive experiences that create lasting memories.
Children experience a rich, creative and challenging curriculum that leads to lifelong curiosity and big dreams!

We provide a safe environment that develops resilience and encourages children to take risks, whilst learning from their mistakes. We see every child as an individual and support them on their journey to achieve success.

At The Meadows children will spread their wings and fly, with the belief that anything is possible.

Our values

Honesty, Kindness, Respect and Self-belief

Introduction

At The Meadows Primary School we work hard to ensure that our ethos is such that, whatever the abilities and needs of members of our school community, everyone is equally valued and treated with respect. We provide all pupils with the opportunity to experience, understand and value diversity.

This accessibility policy and associated plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

The definition of disability is:

A person has a disability 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 carry out normal day to day activities.

Disability Discrimination Act 1995 (DDA)

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Aims

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Meadows Primary School plans, over time, to ensure the accessibility of provision for all pupils, parents, carers, staff and visitors to the school and to ensure that we reduce and eliminate barriers to accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

Compliance with the Disability Discrimination Act 1995 is consistent with the:
School's Inclusion policy

We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
treat disabled pupils less favourably

Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).

We work with parents and carers to ensure the full needs of each individual child are met as we value parents' and carers' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the individual's right to confidentiality.

We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils.

We endorse the key principles in the early years foundation stage and national curriculum which underpins the development of a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Accessibility planning

An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary (this covers reasonable adjustments to the physical environment of the school and physical aids to access education)
- increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils (if a school fails to do this they are in breach of the DDA); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits as well as the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, carers and visitors with disabilities; the information should be made available in various preferred formats within a reasonable time frame

Our accessibility plan relates to the access audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans.

The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new accessibility plan for the following period.

We have identified the following points of action as the main focus of our accessibility plan:

- The delivery of our curriculum.
- The physical environment of our school building.

Delivery of our curriculum

At The Meadows Primary School, we have developed an approach to deliver the early years foundation stage and national curriculum via themed topics. We have a Curriculum Leader who works with the different subject leaders to ensure our curriculum is inclusive and accessible to all. These are designed in such a way that **all** children are able to access the full curriculum in an exciting and innovative manner so that they can fully use and apply their skills across a range of subjects.

Physical environment of the school

Our school enables all children to access a much greater range of independent opportunities and activities.

Our school building is bright, clean and free of clutter so that the environment for high quality learning has been created for all children in all year groups.

As a result, we have been/are able to, meet the needs of a number of children with a wide range of disabilities so that they are able to access the curriculum fully.

Associated school documentation

Inclusion policy
Behaviour for learning policy
School improvement plan
Equalities plan
Long term planning overviews
Learning environment expectations

Implementation and monitoring of policy

The school's inclusion leader is responsible for leading the development and strategic direction of the school's accessibility policy.

The school accessibility plan will be monitored by the governing body and by Ofsted as part of their inspection cycle.

Reviews

3 year plan

Date of original publication: September 2019

Reviewed: January 2027 (annually)

Access audit

Feature	Description	Actions to be taken	Person responsible	Date of completion
Corridor access	Access leading to the school's disabled toilets need to be monitored for accessibility. Accesses to classrooms are blocked by furniture so that people with disabilities would not access the classrooms easily.	Included in H and S monitoring	Headteacher /caretaker	termly
Parking bays	Currently, there is only one disabled car parking bay for the school.	The school should explore opportunities to create an additional disabled car parking bay. Ideally this would be part of a new parking area for the school on the field.	SS – premises manager	Funding TBC
Entrance and Reception area	Currently the school gate would not be able to be opened by all people as it is heavy and requires pushing.	Buy signage that gives details of what to do if assistance is required.	Headteacher /Caretaker	End of Term 6
External signage	There are currently no external signs indicating access routes for disabled users	External signs to be purchased and installed at the car park and entrance to indicate access routes for disabled users.	Headteacher	End of Term 6
Emergency escape routes				

Feature	Description	Actions to be taken	Person responsible	Date of completion
Classroom organisation	Classrooms sometimes have cluttered floor spaces that would limit access for disabled people.	Teachers to make sure that floor spaces are kept clear. Buy storage furniture as required.	Monitor as part of environment checks - SLT	3 times a year
Playground				