



Meadow Park

Patience, Guidance and Determination

Equality and Accessibility Plan

Date: November 2020

Review date: Autumn 2021

Annual Equality and Accessibility Plan

Contributing to Equality

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Every individual within Meadow Park School has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, our School will actively promote policies and procedures aimed at realising the full potential of every individual and maximise resources to ensure that opportunities are open to all.

The School will apply equality within all aspects of our operation, which include:

- Staff recruitment, staff promotion, staff training and staff pay;
- Pupil admissions and attendance;
- Pupil behaviour, discipline and exclusions;
- The curriculum, teaching and learning and classroom practice;
- Pupil attainment and progress;
- Pupil personal development and pastoral care;
- Membership of the local governing body; and
- Partnerships with parents and communities.

The School will consider the needs of all individuals and our duty towards the 'protected characteristics': age, disability, gender reassignment (including transgender), marriage and civil partnerships, pregnancy and maternity, race, religion/belief, sex and sexual orientation.

To meet our duty we will:

- Produce an Accessibility Plan and publish it on our website

Legislation

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 an auxiliary aid or adjustments to premises.

Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled students in the following three areas: -

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.
- Improving the physical access and the availability of accessible information to disabled parents/carers in order to promote a strong parent partnership.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually. A copy of this Plan will be placed upon our website.

| Action | Lead Responsible | Success Criteria |
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| To ensure early identification of disabilities | SENCo | Early identification ensures minimal impact on the pupil and does not affect their progress |
| Complete Annual Equality and Accessibility Plan on an annual basis | SENCo | |
| Ensure all staff receive and understand how to implement the Accessibility Plan | Associate Headteacher | All staff and stakeholders involved in improving accessibility for pupils with SEN and disabilities All staff and stakeholders involved in improving accessibility for parents/carers with SEN and disabilities |
| Ensure SLT meetings consider accessibility on a regular basis | | |
| Ensure staff meetings allow for discussions on accessibility | | |
| Ensure LGB meetings allow for discussions on accessibility ensure staff are trained to meet SEN and disability needs of the pupils | | |
| Deliver training to SLT around awareness of pupils with disabilities | SENCo | Key Planning Documents illustrate that disability is a priority. All staff demonstrate an awareness of the need of pupils with disabilities. Pupils are taught in rooms that are most suitable to their individual needs. |
| Pupils with disabilities to be prioritised when allocating rooms on the timetable. | Senior Leaders | |
| Increase access to the curriculum for pupils with a disability | SENCo | Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is |

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| | | <p>tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> |
| Provide clear guidance on seating plans for pupils with disabilities, and monitoring implementation. | SENCo | Seating arrangements ensure that pupils with disabilities have optimum access to the learning environment. SENCo to monitor implementation of seating plans. |
| SENCo to be aware of needs of pupils, and to share relevant information. | SENCO | Improved learning opportunities and outcomes for pupils with additional needs. Use of adapted equipment to make learning inclusive such as overlays, writing slopes. |
| Ensure lighting is adequate, including artificial light and natural lighting, e.g Glare from Windows. Consult with advisory teachers (LEA) / OT if necessary | Business Manager SENCo | Pupils with disabilities are able to fully access the school environment. E.g Being able to clearly see Whiteboards. |
| Devise and circulate plans to ensure that pupils disabilities can move safely around the school during lesson changeover and unstructured times | Business Manager SENCo | Pupils with disabilities can move freely and safely around the school throughout the day. All staff are aware of the necessary adjustments to support pupil movement. |
| Audit of building, looking at accessibility for pupils with a disability. To make recommendations for any modifications following an Audit of | Business Manager SENCo | Pupils with disabilities have equal access to all parts of the school |

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| the building. | | |
| Create procedures to ensure that any information shared with stakeholders is accessible to those with a disability. | SENCo | Information is accessible to stakeholders with a range of SEND. Optimised accessibility of materials. |
| Survey parents to identify which require modification communication e.g . Language Content, Font Size | | |
| Information shared with teachers about Access Arrangements for pupils in lessons and exams. | | |