



Meadow Farm Community Primary School

Accessibility Plan

Completed: October 2020
Review: Annually
[Reviewed: October 2024](#)
Next Review: October 2025

Vision and Values of the School

At Meadow Farm School our school values strive to develop 'Confident, Caring and Accomplished Children' and our Accessibility Plan plays an important role in this. Our commitment to equal opportunities is led by the National Curriculum Inclusion Statement 'The school makes all children and their parents feel welcome, irrespective of race, colour, creed or impairment.' We are also committed to our duty of care under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Through creation and implementation of our Accessibility Plan we wish to provide a learning environment that is fully accessible to all. To achieve this our Plan considers the following areas:

- Improve access to the physical environment of the school.
- Improve access to the curriculum and associated services.
- Improve access to information provided.

The action plan will be reviewed and revised on an annual basis with new action plans written every three years.

The Accessibility Plan should be read in conjunction with school policy and strategy documents available from the school website or via the school office.

The plan will be discussed and monitored throughout the year by the Resources committee and to the Governors via the committee minutes.

Aim 1 – To improve the physical environment of the school						
Target		Strategies	Timescale	Responsibility	Success Criteria/ Achievement	Reviewed: October 2024
Short-Term Targets	To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils.	Indoor <ul style="list-style-type: none"> Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupils and plan for smooth transition Plan classrooms accordingly Involve STePs Teams to support with transition and any specialist equipment Maintain good working order of all disabled toilets and facilities Outdoor <ul style="list-style-type: none"> Maintain good up-keep of all areas to allow easy access Pupil questionnaire - Seek pupil views through school council on improving environment Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes Continue to provide access to disabled parking space in SureStart carpark or access to staff carpark if parents/carers hold a Blue Badge 	Autumn Term for existing pupils As and when new pupils start	Head Teacher Health and Safety Governor Site manager SENDCo All Staff	The environment is suitable for all pupils, including disabled pupils entering school Classroom environment is accessible and meets the needs of pupils	Indoor and outdoor environment remains accessible for all pupils. No disabled facilities needed at present. Children who require a PEIP have one in place.

	To ensure pupil fire evacuation plans and risk assessments are in place for identified pupils.	<ul style="list-style-type: none"> Up-date pupil fire evacuation plans and risk assessments for all pupils and share with staff. Monitor risk assessments and adapt if needed to meet pupil's needs. 	<p>Reviewed at least annually for existing pupils</p> <p>As and when new pupils start</p>	Head Teacher SENDCo Class Teachers	All staff aware of, understand and are able to follow pupil fire evacuation plans and risks assessments. Fire exits for pupils with fire evacuation plans are within two minutes. Plans are reviewed and amend as necessary after fire practises	
Medium-Term Targets	To ensure classroom environments meet the needs of all pupils.	<ul style="list-style-type: none"> Environment monitoring to take place on a regular basis. Monitor through learning walks, drop-in sessions, mini observations etc. Ensure environments meet the needs of all pupils by being stimulating but not overly (pastel coloured displays/tidy/decluttered environments) Ensure environments are enriched with visual aids to support learners Needs of the pupil to be carefully thought through and classrooms adapted accordingly Seek views of pupils Ensure there are calming spaces in each classroom Ensure pupils have access to a well-resourced sensory space 	<p>Autumn Term</p> <p>As and when new Pupils start</p>	Head Teacher Health and Safety Governor Site manager SENDCo All Staff	<p>Classrooms are productive and meet the needs of all pupils</p> <p>Pupils have calming spaces they can retreat to if needed</p>	<p>Environment monitoring takes place at least twice a year.</p> <p>All classrooms moved to natural displays and classroom are generally kept tidy.</p> <p>Visual aids in classrooms provide scaffolds for all pupils.</p> <p>Calming spaces in most classrooms and calming tool boxes in each classroom.</p>

Long-Term Targets	To continue to develop the playground facilities for all children, including those with SEND needs.	<ul style="list-style-type: none"> Look for funding opportunities for playground developments Involve the School Council Regular checks and maintenance Site manager and staff to report any problems 	Spring Term	Head Teacher Health and Safety Governor Site manager	Inclusive child-friendly play areas	<p>Playground facilities still on our wish list.</p> <p>The site is very clean and tidy and repairs up to date.</p> <p>Pupils have access to playground equipment and this is managed by the school council.</p>
	To ensure path ways are appropriate for wheelchair access.	<ul style="list-style-type: none"> Look for funding opportunities to install tactile paving on school premises. Look for funding opportunities to improve doors (Auto door opening/closing, adjustments) Repaint step edges around school 	On-Going	Head Teacher Health and Safety Governor Site manager	Wheelchair access maintained around the school grounds	<p>Pathways are appropriate for wheelchair access. No tactile paving in school as yet.</p> <p>Funding still needs to be sought for new doors.</p>

Aim 2 – To increase the extent to which all pupils can participate in the school curriculum.						
Target		Strategies	Timescale	Responsibility	Success Criteria/ Achievement	Reviewed: October 2024
Short-Term Targets	To continue to review curriculum to ensure it complies with the Equality Act 2010	<ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure 	Autumn Term	Head Teacher All subject leaders Governors	All policies clearly reflect inclusive practice and procedure	<p>Curriculum is inclusive with the introduction of our ASPIRE values. Our PHSCE curriculum is secure.</p> <p>Pupils have a good grasp of the majority of the protected characteristics.</p>
	To continue to identify pupils who may need additional provision to ensure smooth transition	<ul style="list-style-type: none"> Liaise with pre-school providers to review and understand the needs of September intake Liaise with pre-school and feeder secondary school SENDCos to ensure clear transfer of records and information Identify any changes in pupil's needs within pupil progress/SEND meetings 	<p>Summer transition meetings</p> <p>On-going termly Meetings</p>	Head Teacher SENDCo EYFS Leader Year 6 Teacher Class teachers	<p>Effective procedures, resources/equipment and strategies in place</p> <p>Parents/carers and pupils input their ideas and are kept informed about what provision looks like for them</p>	<p>We continue to work with pre-school settings and secondary schools to ensure smooth transitions from one setting to another.</p> <p>MEPs used to identify needs and next steps. Parents involved with</p>

		<ul style="list-style-type: none"> • MEPs to reflect any needs identified • Hold termly meetings with SEND parents/carers to share information around the needs of the pupil. 				reviewing and setting new targets.
	To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (long term objectives and 12 monthly objectives/MEP targets)	<ul style="list-style-type: none"> • SENDCo to share SEND overview at least termly with all staff and governors • Key staff to be involved in transition meetings in the summer term • SENDCo to maintain SEND records • SEND Folders up-dated and include all relevant documents and information • Class teachers to create and up-date provision maps termly, showing the overview for each year group and individual pupil's needs 	<p>Summer transition meetings</p> <p>On-going termly updates</p>	SENDCo All staff	<p>All staff are clear about their responsibilities in meeting pupil's needs</p> <p>Personal learning needs are identified and on provision maps and/or MEPs where needed</p>	<p>SENDCo continues to keep SEND records up to date and shares updates with staff regularly.</p> <p>Year 6 teacher/SENDCo involved with transition meetings to secondary schools.</p> <p>Class teachers update MEPs and provision maps at least termly</p>
	To improve access to the curriculum through the use of specialised equipment and resources following advice and support from outside agencies	<ul style="list-style-type: none"> • Refer and consult with specialist support teachers (STePs) , Educational Psychology Services, Health Team, SALT etc. for additional support and advice where needed • Consult regularly with parents to information share and to discuss targets and needs 	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	SENDCo All staff Outside Agencies	<p>All pupils needs effectively being met</p> <p>Staff know where to seek advice, strategies and targets from outside agency support</p> <p>Staff feeling supported in meeting the needs of all pupils</p>	<p>SENDCo works closely with ASD and Visual Impairment STePs service and the Speech and Language Therapist to ensure that pupils needs are met.</p>

		<ul style="list-style-type: none"> • ASD and Visual Impairment needs met through access to specialised support and resources –regular support for identified pupils • Occupational Therapy, Physiotherapy and Speech and Language programmes identified on provision maps and staff training to take place if staff have to deliver any specialised interventions /use of equipment • Key staff receive specific medical training to support pupils in their classes e.g. diabetes 			<p>Range of equipment integrated into practice</p> <p>Parents and carers feel confident about the provision for their child</p>	
	To strengthen assessment procedures for SEND pupils	<ul style="list-style-type: none"> • Introduce clear assessment and tracking systems enabling teachers to track pupils who make small steps of progress • Continue to discuss the progress and attainment of SEND pupils at pupil progress meetings • Attainment of SEND pupils to be analysed termly • MEPs to reflect needs of pupils based on progress made • Continue to monitor interventions/provision maps 	<p>MEP/EHCP targets to be reviewed at least termly</p> <p>Attainment and progress to be analysed half termly</p>	Head Teacher SENDCo Class Teachers	<p>SEND pupils attainment is assessed accurately</p> <p>SEND pupils make expected progress against MEP/EHCP targets</p> <p>Provision has been reviewed and amended based on needs of pupils</p>	<p>B-squared assessments are embedded. Effective in plotting small steps of progress. Pupils make good progress against these targets set.</p> <p>SEND pupils discussed at pupil progress meetings.</p> <p>MEP targets match next steps needed.</p>

	<p>SENDCo to attend CPD to ensure she is up-to-date with current legislation and LA guidelines</p> <p>SENDCo to complete NASENCo qualification</p>	<ul style="list-style-type: none"> • SENDCO to attend necessary training • SENDCo to disseminate training to staff where appropriate • SENDCo to inform parents/carers where appropriate 	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>Head Teacher</p> <p>SENDCo</p> <p>Governing Body</p>	<p>SENDCo up to date with current SEND legislation, training and ideas</p> <p>SENDCo to have the skills to deliver CPD within school to staff where necessary</p> <p>SENDCo to keep Governing Body up-to-date with any SEND changes</p>	<p>SENDCo attends SEND training as needed.</p> <p>SENDCo delivered a variety of in school training for staff.</p> <p>SENDCo worked closely with parents and carers of SEND pupils.</p> <p>New SENDCo to complete NASENCo qualification.</p>
	<p>To develop provision maps for pupils emotional wellbeing</p>	<ul style="list-style-type: none"> • Use Boxall Profile assessments to assess pupil needs and plan for next steps and intervention • Pupils needs are understood by staff • Pupils emotional wellbeing is prioritised and promoted 	<p>Spring Term</p>	<p>Head Teacher</p> <p>SENDCo</p> <p>Learning Mentor</p>	<p>Pupils are supported to develop positive emotional wellbeing</p>	<p>We use Boxall Profile to assess pupils SEMH needs and set targets as a resource. Staff are trained.</p> <p>Pupils wellbeing needs prioritised and supported.</p> <p>Trained ELSA in school that support pupils at lunchtimes and one to one.</p>

	To develop clear systems for mental health referrals	<ul style="list-style-type: none"> • Staff understand how to seek support for pupils with mental health concerns • SENDCo and Learning Mentor observe pupils and advise staff or seek support from outside agencies • SENDCo and Learning Mentor, alongside pupils and parents evaluate the impact of mental health interventions 	Spring Term	Head Teacher SENDCo Learning Mentor	Pupils with mental health needs access effective interventions	<p>Support is sought promptly for pupils needing mental health support.</p> <p>Staff work with pupils and their parents to ensure mental health needs are addressed.</p>
Medium-Term Targets	<p>To improve the quality of resources and specialised equipment</p> <p>To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/meeting pupils' needs</p>	<ul style="list-style-type: none"> • Audit of resources and training needs • Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school (e.g. dyslexia resources) • Staff training identified – internally and externally • STePs to train staff when providing specialist equipment 	Spring Term	Head Teacher SENDCo All staff	Pupil access to the curriculum improved through the use of good quality resources, interventions and adaptations	<p>Audit of resources and training ongoing as needs change.</p> <p>Invested in dyslexia friendly books, calming resources and sensory circuit resources.</p> <p>Dyslexia friendly action plan again this year to embed.</p>
	To review extra curricula and enrichment provision and ensure accessibility for all pupils	<ul style="list-style-type: none"> • Monitor which pupils are accessing extra curriculum and enrichment opportunities • Promote clubs with SEND pupils • Ensure clubs are suitable adapted to meet pupil needs 	Half termly (when clubs change)	Head Teacher SENDCo Club Leaders	<p>All out of hours activities to be accessible to all pupils in school</p> <p>SEND pupils enjoy attending enrichment activities</p>	SEND pupils able to access afterschool enrichment opportunities.

		<ul style="list-style-type: none"> Ensure appropriate risk assessments are in place, where needed 				
Long-Term Targets	To develop sensory circuits provision in school	<ul style="list-style-type: none"> Allocate a proportion of the budget over the course of three years Investigate/explore ideas and activities to enhance and improve the use of the Sensory Circuits 	Autumn Term	Head Teacher SENDCo	<p>Sensory circuits to be used regularly by pupils identified as needing additional sensory support</p> <p>Pupils' sensory needs met effectively</p>	Sensory circuits training planned in for staff.
	To continue to audit, review and develop staff expertise based on the needs of the school in response to any new admissions	<ul style="list-style-type: none"> Identify staff training needs Seek out appropriate training (internally/externally) and prioritise who, what, when etc. 	Autumn Term Spring Term Summer Term	Head Teacher SENDCo	<p>Long term training needs identified and prioritised</p> <p>Staff to feel confident when supporting pupils with SEND needs</p>	Training needs of staff sought and plans in place to respond to needs of pupils/new needs.

Aim 3 – To improve the delivery of information to all pupils and parents/carers.						
Target		Strategies	Timescale	Responsibility	Success Criteria/Achievement	Reviewed: October 2024
Short	To ensure that the school environment offers useful SEND support and information to	<ul style="list-style-type: none"> Classrooms labelled clearly Clear environmental print 	Autumn Term Spring Term Summer Term	Head Teacher SENDCo	Visual and written environment offers support and is	Classrooms are labelled clearly with clear print.

	pupils and parents (e.g. visuals to support learning and signposting to services)	<ul style="list-style-type: none"> Displays offer visual and written support and signposting, adapted where needed Photographs and images for visual support on display 			consistent around the school	<p>SEND website signposts parents to different services.</p> <p>Class Dojo used to communicate with parents and this is successful.</p>
	<p>To continue to up-date and improve the school website to ensure information is fully accessible</p> <p>To continue to use Class Dojo as a tool to communicate with parents/carers and to support learning at home</p>	<ul style="list-style-type: none"> SEND part of website redesigned/developed and improved over time to reflect current issues SEND part of website signposts parents, carers and pupils to services they may need Checklist completed for all relevant information that needs to be on the website Ensure parents are fully aware of how to access the information available on the website 	Autumn Term Spring Term Summer Term	Head Teacher SENDCo	<p>Parents and carers to understand and feel supported by information/services they can find on the school website</p> <p>Friendly/easy to access website</p> <p>Parents/carers and pupils to use Class Dojo to communicate with school</p>	<p>Website for SEN is up to date and accessible.</p> <p>Class Dojo is an effective tool for communicating with all parents.</p>
Medium-Term Targets	To continue to seek ways to provide information in alternative formats for specific children/parents/carers as appropriate (e.g. language/braille/signing/large print)	<ul style="list-style-type: none"> Use New Communities Team to help translate information verbally and in writing to EAL parent/carers and pupils Use STePs team to help provide information for visually impaired and those hard of hearing 	As and when required	Head Teacher SENDCo All staff	Parents/carers and pupils to be able to easily access all information	<p>Continue to work closely with the New Community team.</p> <p>Class Dojo used as a vital tool for parents to translate</p>

		<ul style="list-style-type: none"> Use Class Dojo to communicate with EAL families (translation options available) 				important information.
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S Eyre

Headteacher

Signed: _____ Date: ____27.11.24____

Wall

Chair of Governors

Signed: _____ Date: ____27.11.24____