Meadow Green Primary School Accessibility Plan

May 2026

To be reviewed May 2027

Vision Statement

This plan's purpose is to outline the ways in which Meadow Green Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. Meadow Green Primary School is committed to providing an environment that enables full curriculum access to all, valuing pupils, parents and carers, staff and visitors alike, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

The Equality Act 2010 defines a person as having a disability if:

- He or she has a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

The Equality Act 2010 states that all schools must have an Accessibility Plan, resourced, implemented, reviewed and revised as necessary and reported upon annually.

The Equality Act 2010 replaced all existing legislation including the Disability Discrimination Act 1995, but the effect of the Act is the same as previously:

"Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. "

The **Governing Body** has three key duties under the Disability Discrimination Act and continues to adhere to these:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Aims of the Plan

This plan aims to:

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

In summary: we aim to provide full access to the curriculum, the physical environment and to information, to be delivered within a reasonable timeframe and in ways which are determined after considering pupil's disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy. This plan has been drawn up in conjunction with parents, pupils, staff and governors of the school.

Documents and policies

The accessibility plan should be read in conjunction with other school policies, such as the health and safety policy and the special educational needs policy and information report, as well as the school development plan, to be found on the school website, or as a paper copy from the school office.

The school's complaints procedure covers the accessibility plan.

Current good practice

- We aim to ask about any disability or health condition in early communication with new parents. This can be discussed during family visits before children enter school and has become part of our school admission procedure.
- All entrances to school are either flat or ramped. The school is a one storey building with a wide main entrance and lobby, which is wheelchair accessible. There are disabled toilet facilities in a Body Management Area (BMA), with a handrail and emergency pull cord. There is also an electric hoist and bed.
- The school has emergency internal signage and escape routes are clearly marked. They are accessible to all users.
- There are no rooms that are not accessible to any user.
- We have designated parking spaces in the car park for users with disabilities.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE may be a challenge for the physically impaired, for example, we seek expert advice for identified individual needs. (This might also be true of any pupil or adult who might need a PEEP (Personal Evacuation Plan) or individual risk assessment.)
- We consult with experts when new situations regarding pupils with disabilities are experienced (eg Occupational Therapy or Physiotherapy).
- We ensure that all pupils have access to afterschool club, learning enrichment opportunities, including off site visits, and extra-curricular clubs and societies as a matter of course.

Governing Body

The Governing body 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 all staff to access the workplace.

It is a requirement that the schools accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues within reference to the Equality Act 2010.

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is placed on the school website.
- Paper copies are available from the school office.