Accessibility Plan

Introduction
The SEN and Disability Act 2001 extended The Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the staff and governors of the school. It is reviewed every three years to take into account the changing needs of the school and its pupils.

Current Accessibility Arrangements:

Admissions
The Governors of Meridian Angel supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

(a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information

(b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs

(c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision

(d) Agreement about the stages for which entry is being offered. In particular, transition from nursery (if applicable) and KS2 to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education

(e) Acceptance by the parents/guardians that some educational opportunities, which take place offsite, may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in Meridian Angel School.

Access to Buildings and Classrooms

All areas of the school are accessible by all children and their parents.

Building	Features
Main building	All classrooms have wheelchair access; doors are of wheelchair width in all rooms. There is provision of a disabled toilets on each Floor and also for Visitors within the lobby. Corridors are wide enough for wheelchairs to be used. Doors have low fitted handles Lift in place to allow access to other floors.
Years R-2	Entrances to the building are flat for easy wheelchair access and have doors which can open wide enough for a wheelchair. There is provision of a disabled toilet in the school building on the ground floor and within the lobby.
Year 3-6	All classrooms have wheelchair access via a lift. All rooms have doors which allow wheelchair access. Disabled toilet on first floor level next to year 4 classroom.
Hall	Entrance via Front door and classrooms is flat and has double opening doors allowing easy wheelchair access.
Main Playground	Available for all pupils. Access is available without the need to use steps.
EYFS Playground	Available for all pupils with step free access.
Entrance paths	Ladysmith road - clear of steps allowing easy access to and from the building. Allows easy access for all pupils and parents.
MUGA	The MUGA court has step free access from both the school site and the park. Double doors allow easy access for wheelchairs.

Evacuation Procedures
The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil where necessary.

Curriculum Access: Teaching, Learning and Assessment
Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school we cannot replicate the range of support and resources that a local authority can provide. However, the school has successfully supported pupils with a range of disabilities - physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's disability Policy and guidelines on Assessing Children who may have Special Educational Needs and Disabilities.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Learning Plan (ILP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers/agencies
- Technological enhancements - Information Technology (IT)
- Adaptation of teaching materials

The School's IT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School’s SENDCo, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum
Pupils at Meridian Angel School are able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. These include

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan. The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents
Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in.
The plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Other important plans are contained and considered within this plan. **They are:**

- Single Equality Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures (see Health and Safety policy)
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- The Governors Admissions Policy
- The School Prospectus

Action Plans
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 2 Action Points which show how the school will address the priorities identified in the plan.

Action 1: Improving Curriculum Access		
Target	**Strategies**	**Outcome**
Provide regular training for teachers/TAs on adapting the curriculum for disability pupils	Undertake an audit of staff training requirements Monitoring cycle to regularly review provision Training for teaching staff on high quality teaching Reviewing planning and delivery approaches to the curriculum including consulting and involving pupils, flexible groupings, peer support. Working with multi-disciplinary agencies e.g. ECASS, EASA, Educational Psychology, Speech and Language	All teachers/TAs are able to more fully meet the requirements of disability children's needs with regards to accessing the curriculum Staff able to monitor progress in pupils. All pupils to make expected progress with their individual targets. Staff confident in accessing curriculum to all pupils
Ensure access, as far as possible, for all pupils to take part in educational visits	Know individual pupil's needs. Ensure all pupils' needs are assessed and planned for. Ensure risk assessment identifies additional provision provided.	All pupils as far as possible are able to access educational visits

	Proposals for visits show additional staff needed.	
Continue to make reasonable adjustments by providing specific/specialised resources. e.g. specialist seating, writing slopes, radio aids, communication devices such as an iPad, fidget toys	Undertake an annual audit of SEND resources Monitoring cycle to regularly review provision and use of resources Support and training for teaching staff on appropriate adaptations to deliver high quality teaching Reviewing planning and reasonable adjustments made Working with multi-disciplinary agencies to implement recommendations and strategies e.g. ECASS, EASA, Educational Psychology, Speech and Language	Children are able to access the curriculum according to their level of need. All appropriate staff and children are able to use resources effectively.
Action 2: **Improving information**		
Written material for pupil's available in alternative format	Developing plans to provide information pictorially and orally eg visual curriculum, symbol supported environment Embed use of PECS with support from SALT for children who require this level of communication.	Able to provide written information in different formats as and when required for individual purposes Disabled pupils accessing curriculum and making progress in their learning
Staff and Governors to be aware of the Accessibility Plan in order to monitor delivery.	Accessibility plan targets are included in the agenda for staff and governor meetings. Senior leaders monitor the quality of provision and progress against targets. Regular feedback is provided to staff and governors.	Accessibility Plan targets achieved. All pupils reach their full potential. Staff and Governors are aware of the plan and can articulate the objectives and outcomes to all stakeholders and quality assure additional provision.

Management of the Plan

The governors will be responsible for the strategic direction of the School's Accessibility Plan.

- The governors will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Health and Safety team has checked the DDA for Health and Safety issues. The Site Manager will use the DDA to inform his site work and to prioritise so that low cost or no cost of work can be dealt with as soon as possible
- The Head teacher and the Inclusion Co-ordinator will be responsible for the plans day to day implementation.

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

Last Review: May 2026

Next review: May 2028 or if any significant changes to the premises are made