

Meridian Primary School

Accessibility Plan 2025

Meridian Primary School is committed to ensuring that all members of our school community, regardless of disability have equal access to the curriculum, learning environment and information. Meridian Primary School is committed to making a space and learning environment which is accessible and welcoming for all.

Introduction

Schools and LAs must carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. This requires all schools and LEA's to plan to increase the accessibility of schools for disabled pupils.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;

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

The governing board also 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 staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies and plans:

- SEND policy
- Disability Equality Policy
- Health and Safety Policy
- School Improvement Plan
- Teaching and learning Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Attendance Policy

Roles and Responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.
- Staff members will be responsible for:
 - Acting in accordance with this plan at all times.
 - Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
 - Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The governing board will undertake an Accessibility Audit every three years. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

School Context

Our SEND register is updated constantly as needs arise, including the current needs provision within the designated areas of SEND

Our school:

Current SEND register = 20.1% = 39 children

National Average SEND (June 2025) =13.7%

Communication and Interaction	35.9%
Cognition and Learning	43.6%
Social Emotional Mental Health	20.5%
Physical and Sensory	0%

ACCESS TO THE CURRICULUM

POLICY OBJECTIVE	SCHOOL PRACTICE AND PROVISION	ACTIONS	KEY PERSONS	MONITORING
The individual needs of children are identified.	Measures and adaptations are in place to meet the needs of children and ensure access to curriculum for all. Ordinarily available provision. Dyslexia friendly classrooms. Autism friendly classrooms. Autism awareness training. Liaison with NHS and external advisory support services. Request for involvement via specialist support teachers. Record keeping and documentation/ASSESS, PLAN, DO, REVIEW (APDR).	Training and provision continually monitored to support and match needs of individuals. Ensure information sharing with parents. Informed consent obtained. Sharing information with relevant professionals.	Class teachers SENDCO Headteacher Governors Parents	Termly
Equal opportunity for all regardless of disability. An inclusive approach to all	School presentations/School performance adaptations. Equality in work achievement and celebration. Peer leadership opportunities.	Continuously monitoring whole school provision: productions and speaking and listening opportunities and trips visits and events carefully	Classteachers Headteacher SENDCO Parental feedback Pupil Voice Governors	Yearly reviews

aspects of school life.	Careful planning for school trips to ensure access and enjoyment for all. Risk assessments and careful planning in place. High expectations in place. Communication with parents, carers and children. Transport providers checked to ensure statutory compliance for safety and equality.	planned to fulfil inclusive opportunities for pupils.		
School sport and enrichment is diverse and promotes opportunity for all.	Clubs Competitions Celebration assembly of extra-curricular and out of school achievements. Varied provision and opportunity. Swimming adaptations in place for key individuals.	Ensure that a diverse range of opportunities is matched to the needs of children. Continue to monitor opportunities for those on the SEND register and accessibility.	All staff and leaders	Half termly
Accessible learning materials are available to all. Assistive learning technology in place.	Adaptive Classrooms Flexible grouping and peer support. Staff discrete approaches and scaffolding. Writing frames Technology such as ipads and chromebooks	Audit of used software and technology in place. Ensure dyslexia friendly work books are ordered. Procurement of new inclusive resources and learning materials for classrooms.	Key staff in ordering resources. ICT advisors. SENDCO. Class teachers Headteacher . Specialist teachers.	Every September/termly.

	Graphic organisers. Visual cues and communication cards and displays. Grouped settings/hall time.			
Classroom layout	Ensure classroom layout best fits needs of those pupils with physical needs. Space for manoeuvres and visitor wheelchair access. Ensures space and ease of access for self regulation. Independence is promoted. Accessible learning materials and manipulatives.	Learning tools and equipment is easily available and accessible. There is accessible space in classroom, cloakrooms, corridors and school hall. Do not exceed PAN to ensure equality in learning opportunity. New academic yearly planning to ensure effectiveness of classrooms and that reasonable adjustments are in place.	All to ensure accessible provision in classroom and around the school environment. Governors.	Beginning of each half term. Termly End of academic year.
Transition planning in place.	Careful end of year transition management is facilitated. Pupil profile information is passed to new year groupings to ensure a robust hand over period to support individual learners in new environment.	Monitor and reflect on transition planning between playgroup and EYFS years. Maintain good communication with secondary school transition planning.	Class teachers SEND CO	Beginning of Summer term.

Specific interventions in place to aid access to learning and remove barriers to learning.	Targeted interventions in place for individuals and groups to include provision for all learners and all groups of SEND Eg sensory circuits, Expanded Rehearsal Technique, ELSA	Constantly review those requiring targeted support and measuring impact and planning next steps. Review of current research.	Class teachers SENDCO Specialist Support Teacher advice	September Half termly checks in place.
Access all opportunities for play and enrichment.	Ensure that equipment and support matches the needs of the pupils. Review provision.	Update and access training and advice. Eg OPAL	Headteacher SENDCO Senior Leadership team School staff Midday staff Governors	End of Summer terms/every September
Promotion of equality in curriculum content.	Opportunities to promote diversity and inclusivity explored in teaching content and with school visitors and enrichment opportunities.	Ensure choice of books, literature and schemes of work promote inclusion within curriculum and in displays around school and with visiting speakers.	Class teacher SENDCO Headteacher	End of Summer terms/every September
Use of visual aids and technology.	To be used in classrooms. To be used at given opportunities in whole school context: (assembly/performances).	Ensure technology assistance is available through planned provision. Access specialist advice and training.	Class teacher SENCO Specialist Support Teacher	Half termly
Audit curriculum materials for accessibility.	Font layout is clear and inclusive to all. Coloured overlays, paper and dyslexia friendly screens in use.	Review through SEND audit.	SENCO	Termly

ACCESS TO PHYSICAL ENVIRONMENT

POLICY OBJECTIVE	SCHOOL PRACTICE AND PROVISION	ACTIONS	KEY PERSONS	MONITORING
Review all current needs and be prepared to respond to incoming needs if required.	Future provision may require future funding and installation of height adjustable desks.	Not required at the present time.	SENDCO Headteacher	Annually
Ensure the school provides accessible handrail provision in accessible toilet provision.	Handrails are provided in the accessible toilet provision located near the ICT and staff room. A handrail is present but defective to the exterior of the Chestnut classroom in the EYFS/KS1	One accessible toilet is located in the building. Access of children would require navigating various ramps and differing paved levels throughout the school. Learning time is likely to be lost in the distances from specific classroom. There is no current need for child provision. Some parents currently present with mobility issues.	Headteacher Governors	Annually
Review the requirement for individual children to access an emergency evacuation plan.	The school will keep in mind that at point of admission or due to unavoidable circumstance the school may be required to risk assess and implement special provision.	Not required at the present time.	SENDCO Headteacher	Annually

Access to habitat/sensory garden.	Provision in place for sensory stimulation and self- regulation in the outside environment.	Wheelchair access impeded by uneven pathway and rotten timber. Paving needs replacing.	Headteacher Governor Site manager.	Annually
Door access to classrooms and cloakroom areas	Access through doors is narrow and is not compliant with current building regulations. Though regulations are not retrospective and the school site is dated. Doors prohibit wheelchair access in respect of width and closing mechanism.	For future reference, further reasonable adaptations would be required to meet the requirements of children who presented with physical disabilities and wheelchair users.	Headteacher Governors Site manager.	Annually
Access to school reception area and toilets.	There is adequate provision for the school entrance in respect of levelled access. Toilet doors are narrow and restrictive in ensuring access for those adults with mobility issues.	Further consideration would be desirable in respect of accommodation and facilities.	Headteacher Governors Site manager	Annually
Access to hall and lunches	Accessible access to pupils and all users.	N/A		
Disabled parking bay	The parking bay is located at the far end of the carpark on a raised, uneven paved area. Kerbs are not dropped. The lines are marked, though not clearly. Signage to indicate parking bay is evident though insignificant.	Clear demarcation of parking bay required and possible re-allocation to alternative designated location. Kerbs would need to be dropped. Signage would benefit from replacement and more prominent visual presence. However it does not present as an urgent actionable defect. Advisory only.	Headteacher Governor Site Manager	Annually

		Gather visitor feedback as a measure of user experience.		
Library shelving	Accessible access to pupils and all users.	N/A		
Visual signage around the interior and exterior school environment.	Signage and visual cues are minimal.	Accessible signage in large print with high contrast design and symbols and possibly raised letters for improved accessibility would enhance provision for all users.	Headteacher Governors Site Manager	Annually
Accessible play areas	New playground markings evident. Play equipment trail is evident next to the field.	Further sensory and physical play opportunities for those with additional needs would be desirable.	Headteacher Governors Site Manager	Annually
Quiet areas	Some cushions and quiet areas designated in classrooms and a breakout classroom evident in the Lea Building.	Explore opportunities for installing a designated sensory retreat for those pupils with significant additional needs.	Headteacher Governors Site Manager	Annually
Classroom access	Ramps noted to some classrooms and communal courtyards.	Some stepped access apparent to some classes. These will need to be altered to reflect the needs of the identified children and users in school.	Headteacher Governors Site Manager	Annually

ACCESS TO INFORMATION

POLICY OBJECTIVE	SCHOOL PRACTICE AND PROVISION	ACTIONS	KEY PERSONS	MONITORING
On- going training and upskilling available to staff.	OT training and advice materials shared. Staff undertake ELSA training and supervision. Specific literacy training undertaken by staff. Speech, language and communication training undertaken. Targeted training disseminated to staff from NHS professionals. Training from link specialist support teacher to promote inclusive practice.	Continue to access information and links via external services and build links with community and learning partners.	SENCO Headteacher Specialist Support Teacher	Termly
Planning for parental workshops and meetings are planned and facilitated in school.	Promotion of Education Inclusion Family Worker support in school. Emotional Wellbeing Service have run a workshop in school to support parents with children and issues related to SEMH.	Mental health support teams information sessions to be held in school to support parents and pupils in school over the next academic year. Ensure ongoing support and information sharing via partner services.	SENCO Mental Health Support Teams	Annually

School website clearly directs parents to SEND provision and local offer. Advise to SENDIASS clearly signposted. System for identifying SEND related issues clearly accessible.	Website highlights SEND provision in school. School offers communication with class teacher contact and SENDCO meetings to discuss all matters to SEND and equality provision. Newsletters and information articles disseminated. SEND process and support shared with parents.	Update website and published information on SEND provision. Revisions to SEND policy. Monitor effectiveness of graphics, published materials and photographs on school website system in promoting inclusivity to parents and pupils.	Headteacher. Governors. SENDCO.	Annually
Clear systems of communication accessible to parents and pupils.	Sharing and emotions boxes available in classrooms. Staff available for communication with parents at the beginning and end of day and via communication over DOJO. Handover systems and communication books mutually used by staff and parents.	Monitor the effectiveness of communication provision via pupil voice and parental feedback.	Class teachers.	Annually
Assess Plan Do Review documentation shared with parents.	Class teacher to share information and planning for individuals at parents' evenings and separate meetings.	Monitor the ongoing effectiveness of communication systems.	Class teachers. SENDCO.	Termly
To ensure written information is accessible to all pupils, parents and staff.	Use plain language in school communications. Use braille and other documents in alternative formats upon request.	Monitor the ongoing effectiveness of communication systems and clearly presented information in all website matters and communications.	Headteacher. Governors.	Ongoing and as needs arise

