



# **Meadows First School**

## **Equality Scheme and Accessibility Plan**

Date: September 2022

Date of review: September 2024

Head Teacher: S Hewitt

Chair of Governors: A Lynch

**Meadows First School and Nursery  
Disability Equality Scheme and 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.

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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **1a) The purpose and direction of the school's plan: vision and values**

Meadows First School and Nursery is committed to providing the best possible opportunities for every child. We work together, enabling everyone to do their best. We have high expectations for disabled pupils and expect them to participate and achieve in every aspect of school life.

### **Who do we mean by "disabled people"?**

The Disability Discrimination Act 1995 definition of a disabled person is someone who has physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability is said to have an adverse effect if it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech
- Hearing
- Eyesight (unless brought to functionally useful level by spectacles or lenses)
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

- The time and effort that might need to be expended by a disabled child.
- The inconvenience, indignity or discomfort a disabled child might suffer.

- The loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

The school seeks to collect information sensitively and confidentially, whilst encouraging disability disclosure.

#### **Priorities**

- Ensure that all staff and governors, particularly those new to the school, understand and share the vision and values underpinning the work of the school.
- Remind staff of key duties towards disabled pupils and of the responsibility to remove barriers to learning for disabled pupils.

#### **1b) Information from pupil data and school audit**

Meadows School is a first school catering for children from Nursery to 9 years old. We offer a broad spectrum of activities which have been designed to promote the intellectual, personal, social and physical development of all our pupils and every effort is made to ensure that each child achieves his/her potential.

Meadows introduces the children to the disciplines of learning in a happy, friendly and caring environment. We have an excellent reputation for inclusion for every child and we expect the highest standards of work and behaviour from our pupils.

We encourage full parental involvement in the life of the school and have an open door policy inviting parents in who need to talk.

Approx 22% of pupils have SEN and/or other needs that currently include Speech, Language and Communication difficulties, ASD, ADHD, behavioural, emotional and social difficulties and medical needs.

#### **MAB**

We work closely with the Mainstream Autism Base and implement advice.

Effective liaison with parents and outside agencies ensures that most children with disabilities are known through pre school provision. The school nursery has excellent links with local health services and early identification of needs enables effective planning to include disabled pupils from the start.

Staff are committed to undertake training to support the needs of individual pupils e.g. epipen, signalong, speech and language, listening and attention, evac chair training, team teach training and mini bus driving training. (Termly meetings with SENCO & SEN support staff and C.T).

All staff are aware of the needs of SEN and disabled pupils in the school. Progress and attainment of individual children is traced carefully. All children are included in every aspect of school life, both in the formal curriculum and activities beyond.

#### **Priorities**

- Anticipate the needs of future pupils.
- Undertake detailed analysis of progress and achievement for disabled pupils.
- Continue to access Chadsgrove Special School.

#### **1c) Views of those consulted during the development of the plan**

The school works closely with parents of individual disabled pupils and takes account of their views and aspirations. We listen carefully to the views, ideas and concerns expressed by pupils and take action as appropriate.

All staff and governors are involved in the development of the plan. The local authority and other organisations are consulted for support. Relevant bodies were consulted during the design phase of the new school.

### **Priorities**

- Continue face-to-face consultation with individual parents and children.
- Seek additional guidance from relevant people as needed.
- Disability audit and further consultation with parents and children at regular intervals with plan being updated as appropriate.

## **2. The main priorities in the School's plan**

### **2a) Continue to consider the extent to which disabled pupils can participate in the school curriculum**

The needs of individual pupils are always considered when planning, delivering and assessing all aspects of the curriculum so that every child can participate and achieve their best.

### **Priorities**

- Identify any barriers to participation for disabled pupils who join the school, seeking advice from relevant support agencies.
- Add adjustments to planning as they are made for individual needs.
- Review the curriculum to identify times when awareness of disability needs to be included.

### **2b) Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

The new building and site has been designed to comply with the latest DDA regulations and the physical environment should enable disabled pupils to take full advantage of all the educational opportunities and wider activities available.

### **Priorities**

- Staff training and support to allow full use of the whole school environment by all pupils.
- Any difficulties that emerge in practice are discussed and advice sought to enable improvements to be made.
- Following the advice from support services, provide and use any specialised equipment required for disabled pupils who join the school.

### **2c) Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

Information, worksheets and other written materials are differentiated. Simplified language, signing, pictures, symbols, photographs, visual timetables, task management boards etc are used as appropriate. Parents with visual impairment receive information in an appropriate format.

### **Priorities**

Review range of written material used for pupils and consider different formats. Seek help from relevant support services if more specialised formats are required.

## **3. Making it happen**

**3a) Management, coordination and implementation**

The governing body takes responsibility for the school accessibility plan and reports on it annually in the school prospectus and school profile. The Curriculum and Standards Committee discusses and monitors the extent to which disabled pupils participate in the school curriculum and wider activities. Progress and attainment of disabled pupils is also reviewed. The Buildings Committee discusses any difficulties that emerge with the physical environment. The Finance Committee consider the budget planning needed to make any necessary adjustments.

The accessibility plan is closely linked with the school SEN policy and practice.

Other relevant policies and plans include:

School Development Plan

Health and Safety Policy

Inclusion Policy

Teaching and Learning Policy

The school also coordinates its work with other services and agencies:

The Local Authority

Children's Centre and Extended Services

Social Care

Health

The implementation of the plan is detailed in the Action Plan

The accessibility plan will be made available in written and other formats as needed/ requested. Information about the plan will be given through the school newsletter, the school profile, the prospectus and the website.