



Meadowside School Accessibility Plan

Reviewed: April 2017

Next Review: 2020

Purpose of Plan

This plan shows how Meadowside School intends, over time, to maintain and improve the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Contextual Information

The school opened in 2000. Since initially starting with 2 mixed-age classes the school has expanded to a one form entry primary school, with a double cohort in Year 4. It currently has 245 on roll.

Our accommodation is purpose built, roomy and in pleasant surroundings. Extensions have allowed for a library, IT Suite and purpose built Reception classroom. The external environment continues to be developed by providing an additional temporary classroom with a ramp and rail for wheelchair access , constructing a Pirate Ship & improvements to our 'amphitheatre' area, ensuring a fully accessible creative area.

Access

The school is a single story building with wheel chair access throughout. Corridors are relatively wide. Corridor doors can be opened double if needed.

A Disabled toilet is available in the admin corridor. Disabled parking has been allocated close to the main entrance.

At present we have no wheelchair dependent pupils, parents or members of staff. However, we do have a pupil in YR with a physical disability which sometimes means he needs to use a wheelchair or walking frame.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills

and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyspraxia and training with ATS Physical Disability Team	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual care plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Improve range of inclusive sports and extra-curricular opportunities	Work with specialist coaches and advisory team to build skills and resources eg New Age Curling	As required	SENCO / PE	Opportunities in and beyond school are identified and accessed (Panathlon event)

To review childrens' records ensuring school's awareness of any disabilities .	Information collected about new children. 1. Records passed up to each class teacher. 2. End of year transition meetings 3. Annual reviews 4. SEN meetings 5. Medical forms updated annually for all children 6. Care plans 7. Significant health problems = profiles accessible in key venues	On-going & annual	All staff	Each teacher/staff member aware of disabilities of children in their classes
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Improving access to the physical environment of the school

Meadowside School has good access to the school buildings. We also have extensive school grounds. This is accessible to all our pupils and staff. Access will always be supported when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision and risk assessment under constant review. The school development planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	As needed	SENCO / Class teacher	Medical needs are met and all staff informed of individual cases. Medical reference sheets updated.

This is a three year plan which will be monitored by the Resources Committee of the Meadowside Governing Body. A full review will take place in March 2020, but staff and Governors are responsible for any interim amendments, should circumstances or legislation alter.