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Accessibility Plan (2025-2027)

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Written By	Mr. M. Worthington	
Date of review	September 2027	
Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Aims and Scope

This plan aims to:

- Provide clear guidelines on how staff at Meadow View Academy promotes an environment centred around the needs and wellbeing of the individual;
- Exemplify the steps taken to ensure a highly inclusive environment;
- Identify roles and responsibilities;

2. Supporting Legislation

This accessibility plan is written in line with the implementation of the Special Educational Needs and Disability Code of Practice: 0-25 years. A copy of this document can be found at the below link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This plan is also written with due regard to the Equality Act (2010). Details of this legislation can be found at the following link:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

3. Introduction and Principles

Meadow View JMI School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve **access to the physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- **Increase access to the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- **Improve the delivery of information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

4. Curriculum Access

Below are details pertaining to targets and actions with regards to promoting curriculum access:

Outcome s	Actions			Evidence	Timeframe /scale
	What/How	Lead	Resources		
To improv e access, progres s and particip ation for childre n with commu nicatio n and interact ion needs within wider curricul um.	Identified and agreed pedagogical strategies implemented consistently across school.	SMT	Relevant CPD identified and provided for staff, either through internal offer, or externally derived sessions.	Evidence of pupils demonstrating knowledge of age related expectations within and cross the curriculum evident within book looks and lesson visits. This is verified by both subject leaders internally, and via external moderation through Lighthouse MAT.	April 2026
	Specific implementations of programmes of study to promote effective writing outcomes for all pupils e.g. Colourful semantics / IACW strategies / specific SEND support strategies. Development of Specialist Resource Provision Curriculum. Development of additional small group provision e.g. (Nest Provision) to support pupils in accessing provision at a level relevant to developmental stage.	SENCO / Subject Champ's / Teachers	Budgetary resources to be allocated to English Lead, enabling the development of substantive and disciplinary knowledge Personalised resources as needed.		July 2026 due to moderation schedule.
	Pupil progress meetings identify pupils at risk of falling behind age related expectations. Clear strategies of 'catch up and keep up' agreed. Where needed, staff draw on the support of other year groups to enable pupils to access relevant provision at the required level. - Phase Leaders support Senior Leaders in implementing and reviewing identified support systems and promoting efficacy of implementations	SLT	Multimedia creation software, knowledge organisers. Pupils to have access to multi-sensory presentation devices as needed (e.g. iPads) Personalised resources as needed.		As per monitoring schedule. Termly

	Meadow View Academy to identify relevant total communication strategies pertinent to meet the needs of its pupils and staff. Development and implementation of CPD programme for all staff, to clearly identify the needs of, and support the integration of, pupils with communication and interaction needs. Pupils receive support in developing their knowledge and understanding of the school's agreed total communication strategies.	SENCO	Access to OA's as needed: - CAT - EP Clearly developed CPD for staff and pupils enabling progressive knowledge development pertaining to total communication strategies	in both attainment and progress. Increased use of total communication strategies evident across school. Pupil voice and staff voice identifies impact.	December 2025 July 2026
To improve access, progress and participation for children with sensory and physical needs.	Review of learning environments to be completed. Work with class teachers to identify areas of strength and development points to support the inclusion of pupils with sensory needs (both low and high)	SLT	Development of learning environment criteria to be completed and shared with all staff. Personalised resources as needed.		September 2025
	Engage with appropriate OA's within and beyond LA as needed to ensure specific needs are met.	SENCO	Access to OA's as needed: Possible budgetary requirement for out of LA SLAs		Ongoing
	Relocation of Sensory room area to enable Young Explorers to access. Sensory areas to be implemented in classes of need.	SLT / Teaching staff	Staff encouraged to reflect on the needs of their pupils and suggest provision modifications as a result of professional discussions. EHT / HoS to agree relevant budgetary needs and allocations.		Ongoing
To improve access, progress & participation	Development of nurture provision, providing an appropriate safe withdrawal space for pupils as needed.	SLT / SENCO	Budgetary allocation of SENCO to be non-class based. Budgetary allocation to develop nurture provision from current environment.		September 2025 January 25

ation for those with social, emotional and mental health needs.	Develop appropriate CPD programme, including de-escalation training to support pupils with SEMH needs.	SLT	Team teach training updates every 12 months. Ongoing training updates based on presenting needs of pupils.		Ongoing September 2025
	Provide access to school based support services.	Learning Mentor / CTs	Learning mentor employed at school. Development of nurture based provision.		
	Provide appropriate and timely access to non-school based support services (Early Help / Request for Support)	EHT / HoS / DHoS / DSL / DDSLs as needed.	Development of safeguarding team based on leadership restructure (July 2025). Identify relevant and pertinent staff to fulfil safeguarding team duties. Provide access to relevant training and ensure clear lines of communication with regards to remit and caseload responsibilities.		
To improve access, progress and participation for children with cognition and learning needs.	To investigate further use of personalised learning resources for each pupil / classroom (engage with specific intervention programmes / as needed)	SENCO / SLT / SMT / CTs	To be explored and, budgeted for and implemented / adapted as needed.		Ongoing

5. Environmental Access

Below are details pertaining to targets and actions related to promoting environmental access:

Outcome s	Actions			Evidence	Timeframe /scale
	What/How	Lead	Resources		
To provide fair access to learnin g environ ments / inside spaces.	Review of classrooms carried out as part of transition process on an annual basis. Where needed, specific alterations are to be made to meet physical / specific needs.	SLT / SENCO	As needed.		Annually
	Ongoing site risk assessment of current ramps / modified access structures.	Site Man. SLT	Annual service of disability lift leading to hall.		Annually
	Renovation works to be completed as part of ongoing works	EHT / HoS			
	Ensure gates and environmental access meet requirements for disabled individuals	H&S Officer	- 'Internal' (onsite) gates to be reviewed and replaced as needed. - External gates (Boundary gates) to be reviewed and appropriate actions undertaken.		Ongoing

To ensure fair access to external environment spaces.	Disabled access spaces allocated in the front car park. Parents to have access to parking on site as needed.	EHT / HoS	Marked spaces present. Ensure that markings are evaluated termly and repainted as needed.		Ongoing (Termly)
	Explore possibility of developing low sensory outdoor environments with specific teaching areas	Outdoor Learning Lead			December 2026 (Forest School Learning Lead)
	Complete individual risk assessments as needed based on identified circumstances.	EHT / HoS / Bus. Man / H&S Officer	As needed based on RA's		

6. Information Access

Below are details pertaining to targets and actions related to information access:

Outcome s	Actions			Evidence	Timeframe /scale
	What/How	Lead	Resources		
To develop relevant and appropriate systematic visual cue strategies	Develop bank of VI / Symbol / Visual Timetable strategies (inc. now and next boards, colourful semantics supporting documents) and Makaton symbols in line with use in SRP across school.	SENCO	As needed.	Complete	September 25

To explore multimedia presentation of information.	Exploration of the use of QR coding to scan for auditory / video presentation of information via the school website / correspondences.	JW	As needed, based on a review of requirements.		November 2026
Provide relevant access to first language.	Explore use of language line if translation required for parents' evening / meetings as needed.	SLT as needed	As needed, based on a review of requirements.		Ongoing

7. Linked Documents

Please refer to the following linked documents:

- Inclusion Standards
- Health and Safety Audit (and interim reviews)
- Equal opportunities Policy
- Special Educational Needs Policy
- SEN Information Report
- Teaching and Learning Policy

8. Monitoring and Review

Please see Sections 4, 5 and 6 for specific monitoring requirements. Please note that interim monitoring may also be carried out by any member of the SLT or any member of staff as directed by the Executive Head Teacher / Head of School, or in their absence their designated representative.

9. Appendix 1: Inclusion Standards

Meadow View Academy is committed to ensuring that all pupils, including those with disabilities and special educational needs, are able to participate fully in school life. The following standards support the implementation of this Accessibility Plan and provide clear expectations for inclusive practice across the academy.

1. Curriculum Access

- **Adaptive teaching:** Teaching, learning, classroom activities, PE and sport will be adapted appropriately to enable pupils with disabilities and additional needs to participate alongside their peers. Adaptations should promote meaningful participation and ensure that pupils are not routinely provided with an inferior or unnecessarily restricted curriculum offer.
- **Specialist equipment and resources:** Appropriate auxiliary aids, assistive technology, specialist equipment and personalised learning resources will be provided where reasonably required. This may include screen magnification, alternative methods of keyboard or device access, communication aids and adapted learning materials.
- **Wider school life:** Reasonable adjustments will be made to promote equitable access to the wider life of the academy, including educational visits, residential experiences, after-school clubs, sporting opportunities, performances and cultural activities.

2. Physical Environment

- **Site adaptations:** The accessibility of the school environment will be reviewed regularly and reasonable adjustments made where required. These may include ramps, handrails, accessible routes, appropriate signage and the use of suitable visual contrast to support people with visual impairments.
- **Sensory adjustments:** Consideration will be given to lighting, acoustics, noise, visual stimulation and other environmental factors that may create barriers for pupils with sensory, hearing or neurodivergent needs. Reasonable adjustments will be made according to identified individual and cohort needs.
- **Accessible facilities:** Accessible toilet and changing facilities, routes and designated accessibility areas will be maintained appropriately and kept clear of unnecessary obstructions. Accessibility will form part of ongoing site monitoring and risk assessment.

3. Written and Digital Information

- **Alternative formats:** The academy will take reasonable steps to provide information in accessible formats where required. This may include large print, simplified text, visual symbols, audio, translated information or appropriately accessible digital formats.
- **Accessible communication:** Handouts, timetables, learning materials, letters, website information and information relating to school events will be reviewed with accessibility in mind. Where an individual requires a particular format, the academy will seek to provide this within a reasonable timeframe.
- **Individual communication needs:** Staff will consider the communication needs of pupils, parents, carers, staff and visitors and make reasonable adjustments where these are known or identified.

Monitoring of the Inclusion Standards

Implementation of these standards will be monitored through the academy's existing review processes, including learning walks, lesson visits, pupil and parent voice, SEND monitoring, environmental reviews and relevant risk assessments. Where barriers to access are identified, appropriate actions will be agreed, allocated to a responsible member of staff and reviewed within an appropriate timeframe.