Accessibility plan

Meridian Primary School

Approved by:		**Date:** 20th October 2025
Last reviewed on:	October 2025	
Next review due by:	October 2028	

Contents

1. Aims 3
2. Legislation and guidance 3
3. Action plan 4
4. Monitoring arrangements 6
5. Links with other policies 6

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At Meridian Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Assistant Headteacher for Inclusion & SENCo – Melissa Hobbs
- The Governing Body

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

Increase access to the curriculum for pupils with a disability	The school offers a differentiated curriculum for all pupils. Curriculum planning includes examples of people with disabilities and celebrates diversity. Targets are effectively set and reviewed for pupils with additional needs. Staff adapt lessons and use scaffolds to meet a range of needs. Staff training focuses on meeting the needs of all children - recent examples include children with dyslexia. All children supported to access clubs, educational visits and residentials. Reasonable adjustments and assessment access part of day to day practice.	Ensure all staff use adaptive teaching strategies to support access to learning. TAs to deliver targeted interventions linked to EHCP and IEP outcomes. Ensure pupils with SEND access a broad and balanced curriculum and develop independence. Strengthen SEMH provision and nurture approaches to support regulation and readiness to learn. Increase participation in the wider curriculum. SLT/DSLs/SENCo to have clear overview of children's access needs and plan for throw these will be met.	Provide regular CPD on adaptive teaching, sensory needs and trauma-informed approaches. Review provision maps termly to ensure interventions meet identified needs. Develop use of PLPs and pupil voice in reviews. Continue to embed Zones of Regulation and sensory circuits. Review class timetables for sensory and movement breaks. SDMs will continue to focus on meeting the needs of children with SEND. Regular Safeguarding/Inclusion meetings to discuss key children.	Assistant Head (Inclusion) / SENCo / Phase Leaders	Annual review – July 2026	Lesson observations and planning show adaptive strategies. Pupils access a full curriculum with suitable scaffolds. Improved outcomes for pupils with SEND. Pupil and parent feedback reflects increased engagement and confidence.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the physical environment to increase access for all	Accessible toilets and ramps in place. Learning spaces are bright, uncluttered and inclusive. Visual timetables and sensory supports available in most classrooms.	Maintain and enhance accessible facilities. Develop sensory-friendly and regulation spaces. Ensure all new works and refurbishments consider accessibility at design stage. Ensure site accessibility and safety for all members of the community, including through clear communication regarding assistance dogs.	Annual site accessibility audit. Review signage, lighting and classroom layout. Develop a sensory/nurture space for regulation and small-group support. Include accessibility considerations in premises plans and budget. Review site signage and parent communications to make clear that only registered assistance dogs are permitted on site, to ensure accessibility for pupils and families with allergies or anxieties. All staff to be aware of the access needs of disabled children, staff, governors, parents/carers.	Headteacher / Premises Manager / SENCo	July 2028 July 2026 Immediate	Premises audits show full accessibility compliance. Clear and consistent signage displayed at school entrances. Families and visitors aware of the assistance-dog policy. Environment remains safe and welcoming for all.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve access to information for pupils and families	Letters and information shared electronically and on paper. SEND information published on website. Staff support parents with referrals and forms. Policies consider the implications of disability access.	Provide key information in accessible formats (large print, visual, translated). Ensure school website and digital platforms meet accessibility standards. Offer SEND and wellbeing workshops for families. Ensure information on the school website is clear and accessible.	Review communication methods with parents. Update website accessibility and SEND pages. Offer translation and easy-read versions where required. Hold termly family information sessions (e.g. dyslexia, anxiety, sensory needs). Survey feedback from parents/carers and staff around the clarity of information on the school website (community voice).	SENCo / Office Manager / Headteacher	July 2026	Families report improved access to school information. Website meets accessibility requirements (WCAG). Increased attendance and engagement at parent sessions.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictures and symbols	Consideration of the future need for depending on individual children: ● Assistive listening devices ● Basic BSL ● PECS ● Clicker	Provision of small class for KS1 children with EHCP with ASD/social communication difficulties.	LToD and Inclusion Lead		Provision in place for small cohort of children. Staff trained in PECS and other communication systems as advised by RGB, SALT & ASD Outreach.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Embed an inclusive culture across the school	PSHE and assemblies celebrate difference. Staff promote inclusive language and attitudes. Inclusion highlighted in curriculum and displays.	Strengthen whole-school awareness of disability and neurodiversity. Involve pupils in shaping inclusion priorities. Ensure inclusion is visible in curriculum, displays and communications.	Hold annual awareness events (e.g. Autism, Dyslexia, Mental Health). Establish pupil inclusion ambassadors. Review displays, curriculum themes and reading texts for representation. Include inclusion updates in newsletters and website.	SENCo / PSHE Lead / SLT	Ongoing to July 2028	Pupil surveys show sense of belonging. School community demonstrates inclusive values. Inclusion evident in learning environments and curriculum resources.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Strengthen staff expertise and confidence	Regular training provided on SEND and safeguarding. Staff consult SENCo for advice on differentiation and support.	To improve staff awareness of disability issues and the Equality Act. Build staff confidence in identifying and meeting a wide range of needs. Provide specialist CPD and peer coaching. Ensure induction includes inclusion awareness.	Deliver annual SEND and inclusion training plan. Provide restrictive intervention, sensory and communication training, depending on outcomes of any need/risk assessment. Share inclusion good practice through briefings and learning walks. Regular, protected time for SLT/DSLs/SENCo to discuss children with additional needs and plan provision/access. Collaboration with external agencies (e.g. CAMHS, SCOW) to provide consultation for staff around needs of key children.	SENCo / SLT	Termly review	Staff self-evaluations show increased confidence. Inclusive practice evident in all classrooms. Consistent language and strategies across school.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Headteacher for Inclusion.

It will be approved by the governing board and the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy