

Accessibility Plan

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Ratified by:	Board of Trustees
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.
3.0	27/02/2026	MO	<ul style="list-style-type: none"> Section 1 - Updated to explicitly include: Designated Specialist Provisions (DSPs), special schools and internal alternative provision. Section 2: Added 2.2 to strengthen of Equality Act (2010) reasonable adjustments. Section 3: Expanded Action Plan examples to include mobility, surface transitions and specialist vocational environments. Appendix 2 Fully revised to reflect specialist accessibility and environmental standards, and to apply consistent assurance expectations across DSPs, special schools and internal alternative provision.

Accessibility Plan

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	10
5. Links with other policies	10
Appendix 1: Accessibility audit.....	11
Appendix 2: Specialist equipment checklist for schools with DSPs.....	15

1. Aims

- 1.1. This Accessibility Plan applies to all schools and provisions within The Mead Educational Trust, including mainstream schools, Designated Specialist Provisions (DSPs), special schools, and any internal alternative provision operated by the Trust.
- 1.2. 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 disabled pupils can participate in the curriculum
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils
 - The Trust recognises that pupils educated within DSPs, special schools and internal alternative provision often present with comparable levels of complexity, risk and need. As such, the Trust is committed to applying consistent expectations, standards and assurance arrangements across all such provisions.
- 1.3. 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.
- 1.4. Our school's vision: In partnership with our community; to develop happy, healthy, respectful and resilient children who are knowledgeable, aspirational and compassionate citizens with a thirst for learning and a curiosity to explore.
Our school's values: Our school motto is **'Be the best you can be'** and our core values are #resilience #respect # compassion and #curiosity. Although these are our core values, we teach and develop many other character behaviours that will create pupils who are ready to face the opportunities and challenges that the next stage of education and beyond will hold. We promote healthy, active lifestyles and develop independence skills for life.
- 1.5. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The school supports any available partnerships to develop and implement the plan.

- 1.7. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- 1.8. We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.
- 1.9. The plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and guidance

- 2.1. 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](#).
- 2.2. In accordance with the Equality Act 2010, the Trust will make reasonable adjustments to remove or reduce any substantial disadvantage experienced by disabled pupils. This duty applies equally across all Trust provisions, including internal alternative provision.
- 2.3. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 2.4. 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.
- 2.5. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.6. This policy complies with our Funding Agreement and Articles of Association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Pupil Passports are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>EHCP children have a varied curriculum and work is tailored to meet their needs with specific outcomes and specific, tailored support.</p> <p>Children with SEMH needs have safe spaces to go to when things get too much and are supported</p>	<p>Ensure the curriculum can be accessed by all pupils</p>	<p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Further training may be required as pupils needs change.</p> <p>Class review prior to the start of each academic year to ensure appropriate provision for disabled pupils.</p>	<p>Inclusion Leader/ External Professionals.</p> <p>Inclusion Leader/ External Professionals.</p> <p>Inclusion Leader/ External Professionals.</p>	<p>As required.</p> <p>As required</p> <p>As required.</p>	<p>Disabled pupils feel well supported and can access all aspects of the curriculum.</p> <p>Academy building continues to be accessible for all and provides a productive environment for all.</p> <p>End of year results and progress made by pupils.</p> <p>Pupils leave the academy with a good understanding.</p> <p>Pupils are able to access the curriculum through a variety of different learning styles</p> <p>Pupils have the opportunity to access</p>

	<p>to reintegrate into the school environment.</p> <p>Our teachers and teaching assistants have the necessary training to teach and support disabled pupils, teachers and TA's undergo training with the SENCO and attend relevant courses.</p> <p>Lessons provide opportunities for all pupils to achieve this is evidenced through planning and assessment moderations, learning walks, PM observations and work/book looks.</p> <p>Lessons are responsive to pupil diversity our curriculum policy demonstrates this</p> <p>All pupils are encouraged to take part in music, drama and physical activities. These activities are built into the curriculum. Designated space created for drama and music.</p> <p>Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example our sports coach adapts PE accordingly and teachers adapt daily boost.</p> <p>High expectations are expected of all pupils this is evidenced through pupil progress notes and our behaviour policy.</p>				<p>all areas of the curriculum.</p> <p>All pupils access all aspect of the curriculum and examinations.</p> <p>All pupils access, experience and develop an understanding of physical education and exercise.</p> <p>All pupils are able to access school visits and experiences.</p> <p>All pupils achieve to their full potential and have access to the full curriculum.</p> <p>Children's voice indicates inclusion and that their learning needs are met.</p>
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	<p>Staff seek to remove all barriers to learning and participation, planning and assessment moderations, learning walks, PM observations and work/book looks demonstrated this.</p> <p>Bespoke timetables/ offers are in place for children who are struggling and this is adapted accordingly.</p> <p>International Disability Day/ Autism Acceptance week is celebrated within the school curriculum offer.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>The size and layout of areas - including all academic, sporting, play, social facilities; classrooms, hall, library, and playgrounds allows access for all pupils.</p>	<p>To identify areas which pose greater risk of incident to those children and adults with physical disabilities.</p>	<p>Ensure disabled parking bay is kept free for blue badge holders only. Reminders to be sent out to parents in newsletters and those who use the parking bay challenged if they are not a blue badge holder. Find an appropriate area for parents to park.</p> <p>Continue weekly fire call point checks and termly fire drills.</p> <p>Continue to work with professionals to support</p>	<p>Premises team</p> <p>Premise team</p>	<p>Ongoing/ As required</p>	<p>All pupils able to access all areas of the academy.</p> <p>All pupils are safe when traveling around the school site.</p> <p>All pupils are safe and are aware of emergency and evacuation systems.</p> <p>All pupils are safe and are in the most productive environment for learning</p>

	<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities. Regular visits are had by Occupational Therapists/ Physiotherapists to support our adaptations around wheelchairs and toilet use.</p> <p>Pathways of travel around the school site and parking arrangements are adapted and safe to provide children and parents in wheelchairs the easiest and safest accessibility.</p> <p>Emergency and evacuation systems are set-up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components. PEEPS are in place for those pupils that require one.</p> <p>Decoration and signage is clear to prevent confusion or disorientation for disabled pupils with visual impairment, autism or epilepsy.</p>		with toileting arrangements and adjustments for wheelchair access.			
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible. This includes:	Identify any materials and events where access to information may need to be altered to ensure that disabled pupils and/or parents	Provision map written indicating a) Formats which need changing	All staff/ Inclusion Leader	Ongoing	Pupils and families who have difficulty with standard forms of printed information being able to access the information they

<p>pupils with a disability</p>	<ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Translations for different languages. <p>Class dojo systems are used to communicate with parents and translation is used to support.</p> <p>Translation is available on our website.</p> <p>We ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.</p> <p>Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them. We have facilities such as ICT to produce written information in different formats and ICT is used daily to support all pupils' needs</p> <p>We ensure all relevant employees are familiar with technology and practices developed to assist people with disabilities.</p>	<p>have full access to information</p>	<p>b) Strategies needed to do this</p> <p>Support Services consulted for advice. Students opinions are taken into account.</p>			<p>require in a suitable format.</p> <p>All pupils access all aspect of the curriculum All employees are able to assist pupils with disabilities using the appropriate technology.</p>
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	Teachers meet with the SENCO to discuss individual pupil needs and how best to meet them. Training is provided where appropriate.					
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4. Monitoring arrangements

- 4.1. This document will be reviewed every three years, or sooner where changes in provision, pupil need or risk profile require.
- 4.2. It will be approved by the TMET Board of Trustees, and the Principal on behalf of the school
- 4.3. Specialist accessibility requirements for DSPs, special schools and internal alternative provision are set out in Appendix 2. Compliance with these standards, including completion of the specialist accessibility and environment checks, will be reviewed as part of Trust-wide quality assurance processes. Findings will be reported through governance, safeguarding and health and safety routes and will inform prioritisation of remedial action.

5. Links with other policies

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

- Health and Safety Policy
- Risk Assessment Policy
- SEND Information Report
- TMET Supporting Pupils with Medical Conditions and Administration of Medicine Policy
- Trust Quality Assurance Framework for DSPs and Specialist Provision.

Appendix 1: Accessibility audit-Infant Site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1	General maintenance- daily basis	Premises/BM team	Daily
Corridor access	4	Keeping corridors clear so that all children of all needs can access the building	Premises/BM team	Daily
Lifts	0	N/A		
Parking bays	2 disabled	Ensure people are parked in the correct bays	Premises/BM team	Daily
Entrances	1 Main Entrance 3 gate entrances	Ensure they are accessible for all	Premises/BM team	Daily
Ramps	1 1 into classroom	Ensure the ramps are fit for purpose for no obstructions	Premises/BM team	Daily
Toilets	1 disabled Ladies/Mens Toilets Nursery/Rec/Y1/Y2 toilets	General maintenance- daily basis	Premises/BM team	Daily

Reception area	1	General maintenance- daily basis	Premises/BM team	Daily
Internal signage	4	Keeping corridors clear so that all children of all needs can access the building	Premises/BM team	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	Premises/BM team	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term PSM Daily for escape routes, weekly for fire alarm

1. Appendix 1: Accessibility audit- Junior site

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	General maintenance- daily basis	Premises/BM team	Daily
Corridor access	2	Keeping corridors clear so that all children of all needs can access the building	Premises/BM team	Daily

Lifts	1	General maintenance, general testing for faults, repairing where necessary	Premises/BM team/ outside agencies	When required
Parking bays	2	Ensure people are parked in the correct bays	Premises/BM team	Daily
Entrances	3 main entrances	Ensure they are accessible for all	Premises/BM team	Daily
Ramps	2	Ensure the ramps are fit for purpose for no obstructions	Premises/BM team	Daily
Toilets	2 downstairs 2 upstairs	General maintenance- daily basis	Premises/BM team	Daily
Reception area	1 reception area on ground level	General maintenance- daily basis.	Premises/BM team	Daily
Internal signage	Clear signs	Ensure all signs are clear and with visuals	Premises/BM team	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	Premises/BM team	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term PSM Daily for escape routes, weekly for fire alarm

Appendix 2: Accessibility and Environmental Standards for Specialist Provisions

This appendix sets out the accessibility and environmental standards required for all Designated Specialist Provisions (DSPs), special schools within The Mead Educational Trust (including Netherhall Special School), and any internal alternative provision operated by Trust schools. These provisions support pupils with significant and complex needs and therefore require enhanced expectations relating to safety, accessibility, environment, equipment and Equality Act compliance.

Compliance with these standards forms part of Trust-wide quality assurance arrangements and will inform the prioritisation of any remedial actions identified.

1. General Internal and External Environment Checks

1.1 Specialist settings must maintain an internal and external environment that is safe, developmentally appropriate, and aligned to the needs of their pupils. Environmental assurance should consider:

- Finger guards in place where required.
- Access control systems operational and appropriate to pupil need.
- Any CCTV systems are fully operational and clearly signposted.
- Radiators and hot pipes are protected and do not present a burn risk.
- Fixture, fittings & equipment are in a safe, secure and appropriate for the age, size and needs of user.
- Windows fitted with suitable opening restrictors.
- Play and outdoor equipment suitable for the development stage and physical needs of current users.

2. Mobility, Surface and Transition Safety

2.1 Specialist settings often support pupils who use mobility aids, including wheelchairs, walkers and gait trainers. In line with Equality Act requirements, reasonable adjustments must ensure safe navigation of all areas. Consideration should be given to:

- Pathways, thresholds and surface transitions (including grass-to-path interfaces)
- Gradient, edging, tactile or visual markings and route contrast.
- Frequency of inspection and prompt remediation of uneven, degraded or temporary surfaces.

2.2 This is of particular importance within special school environments, where pupils may require close supervision and specialist equipment to move safely.

3. Specialist Curriculum and Vocational Areas

3.1 Where specialist or vocational curriculum areas are delivered (e.g. hairdressing, construction and other practical or trade-based learning), settings must ensure that:

- Height-adjustable or adapted workstations, seating and access points where required.
- Accessible and adapted tools appropriate to pupils with physical, sensory or cognitive needs.

- Activity-specific risk assessments covering equipment, environment and supervision levels.
- Staff training to ensure industry-standard equipment is safely adapted and supervised for SEND learners.

4. Risk Assessment Requirements

4.1 Specialist settings must ensure that risk assessments are comprehensive, reflective of pupil need and reviewed at appropriate intervals. As a minimum, these must include:

- Classroom risk assessment
- Open / play area risk assessment
- Individual pupil risk assessment reflecting specific needs and reasonable adjustments
- Activity-specific risk assessments (e.g. cooking, construction, hairdressing, off-site learning)

5. Perimeter, Security and Emergency Procedures

5.1 Specialist environments must ensure that:

- Perimeter boundaries to play areas and buildings are secure and appropriate to the needs of current users.
- Evacuation and, where appropriate, invacuation procedures are in place, accessible, and practiced regularly.
- Emergency arrangements reflect the physical, sensory and medical needs of pupils accessing the provision.

6. Internal Alternative Provision – Assurance Parity

6.1 Internal alternative provision operated by Trust schools must meet the same standards of accessibility, safety and reasonable adjustment as DSPs and special schools. These settings will be incorporated into Trust-wide quality assurance cycles, ensuring consistent oversight of environment, equipment and risk across all specialist contexts.

7. Quality Assurance and Review

7.1 Compliance with the standards set out in this appendix will form part of Trust-wide specialist provision reviews. Findings will be reported through established governance, safeguarding and health and safety routes and will inform the prioritisation of any required remedial actions.