The Meadows Primary School

Accessibility and Disability Policy

March 2026

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 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

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.

We pride ourselves on being an inclusive community where everyone is made to feel welcome and valued.

We aim to:

- Foster a sense of belonging, enjoyment and enthusiasm for learning within a supportive community.
- Provide a broad, balanced and challenging curriculum, enabling opportunities for children to develop both essential skills as well as healthy attitudes towards learning.
- Provide a safe, caring and happy environment where every child is valued regardless of race, religion, gender or disability.
- Encourage awareness of the school as a community within the wider community we serve.
- Maximise the partnership potential between home and school by valuing the contribution both make towards the development of our pupils.
- Celebrate their achievements.
- Encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment.
- All staff; parents and children are expected to reflect the principles of our values at all times. These are: Ready, Respectful and Safe

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, including involvement from Excelsior Multi Academy Trust, Birmingham Local Authority and relevant external agencies.

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.

Definition of Disability

In the Equality Act 2010, a person has a disability if:
• they have a physical or mental impairment.

• the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:
• 'substantial' means more than minor or trivial.

• 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

• 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

We recognise:
Our duty under the Equality Act 2010 means that we must not treat a disabled person unfavourably.

Such treatment could amount to:
• direct discrimination
• indirect discrimination
• discrimination arising from a disability
• harassment

Direct discrimination
We must not treat a disabled person less favourably simply because of their disability. For instance, we cannot refuse admission to disabled applicants because they are disabled.

Indirect discrimination
We must not do something for all pupils which would have a negative effect on disabled pupils. For example, only providing letters or homework in one format, which may not be accessible for disabled pupils.

Discrimination arising from a disability
We must not discriminate against a person because of something that is a consequence of their disability. For example, we cannot stop a disabled pupil going outside at break time because it takes them too long to get there.

Harassment
We must not harass pupils because of their disability. For example, a teacher must not shout at a disabled pupil if the disability means that they are unable to concentrate.

Making adjustments
We must also make 'reasonable adjustments' to ensure that disabled students, staff and visitors are not discriminated against.
The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:
• Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
• Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

The provisions relating to disability discrimination, therefore, are different in that we may treat a disabled person more favourably than a person who is not disabled. We may have to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent that a person without that disability can.
Making reasonable adjustments could include:
• changes to practices or procedures
• changes to physical features
• changes to how learners are assessed
• providing extra support and aids (such as specialist teachers or equipment).

Schools are not expected to change their premises. They are however, expected to make long-term plans for improving access to their buildings through their planning duties.

Physical Environment

The Meadows Primary School and Resource Base is housed in a new two-story building that conforms to all building regulations and was designed with accessibility in mind. The physical environment comprises of the following:

- The building is on two levels and there is an entrance that has been fitted with an external ramp to allow accessibility to disabled people and parents/carers with young children in prams
- There is a lift to provide complete access to the second floor
- There are toilets and facilities suitable for all disabilities and ages, including 5 designated disabled access toilets, and within each toilet block, one toilet is accessible for wheelchair use
- Where appropriate, height adjustable changing tables are available for use
- Fire alarms are placed at wheelchair height
- Features within the building support those with visual impairment
- There are a number of designated disabled parking bays in the school car park
- Playground equipment is accessible and regularly maintained
- Emergency lighting is fitted throughout the building
- Provision is made for evacuating disabled children and adults with disabilities in the event of an emergency through Personal Emergency Evacuation Plans (PEEPs)

We recognise that current building standards are not necessarily exhaustive and are committed to reviewing our facilities on a regular basis and planning in any changes that may become necessary as a result. When external planners and designers are employed by the governors, the governors' policy on accessibility will be provided to the planner or designer who will be instructed to take account of the policy.

Principles

- Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy. .
- The school recognises its duty: not to discriminate against pupils in the admission and exclusions, and provision of education and associated services.
- Not to treat pupils who are disabled, less favourably for a reason related to their disability.
- To take reasonable steps to avoid putting pupils who are disabled at a substantial disadvantage.

The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Complaints procedure

Positive home school relationships often mean that concerns or complaints can usually be dealt with between parents, carers and school staff. However, where a more formal complaint is made this needs to be in accordance with the school's complaints policy.

Increasing the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Success Criteria
All staff to be fully aware of all disabilities/medical conditions and be confident in delivering the curriculum irrespective of a pupil's ability	To ensure all staff are aware of pupil's needs and medical conditions Continuums and targets for SEND children One-page profiles Medical care plans	Ongoing	Regular SEND meetings Appropriate staff training to support their role Staff knowledge and training of specific disabilities or medical conditions All pupils will be able to fully access the curriculum
To monitor and analyse the achievements of all vulnerable groups and act on any trends/patterns that may need additional support for pupils.	SLT regularly (termly) review the data and ensure, through pupil attainment meetings, that pupils receive the extra support they require.	Ongoing	Vulnerable groups make progress
To ensure that all learning environments are well adapted to suit the needs of the pupils	All learning environments have appropriate resources displayed and available for children to access independently Environment audits SEND learning walk	Ongoing	The appropriate and relevant resources are available to support every child's needs
To ensure that all pupils participate in school events / trips	Venues that are fully accessible for all are chosen for school trips. Appropriate risk assessments for school trips are completed. Pupils are provided with appropriate support in order to fully participate.	Ongoing	Pupils are able to fully participate in school life
Continued learning opportunities through the creative curriculum	A wide range of resources to support all learners Adapted learning environment Adaptive teaching Purchasing of resources	Ongoing	The curriculum is adapted and well accessed by all pupils Curriculum evaluated and reviewed to ensure equal access Staff will devise and deliver a curriculum that is creative & accessible

Improving the physical environment of the school, to increase accessibility for members of the school community with disabilities.

Targets	Strategies	Timescale	Success Criteria
To provide an environment that is easily accessible to all pupils	To meet outside agencies to identify any areas of need in the school environment to make improvements Work alongside site manager	Ongoing	All pupils are able to access equipment etc which is clearly and easily identified For all staff to ensure appropriate equipment and areas of learning are adequately labelled with Widget symbols and visuals to support all learners
Improve access to information for all pupils and adults To provide Newsletters and relevant information to EAL parents and parents with a learning need	IT software A designated area available for parents to access information	Ongoing	All pupils and adults will have access to information regardless of ability or ethnicity Parents will have information available to them in their home language and in English Pupils and the wider public with EAL and a learning need will be able to access all information
To provide a safe and secure play area in the playgrounds	Regular risk assessments to be completed and identify any health and safety hazards	Ongoing	All children will be able to access and play in a secure environment free from harm Play areas will be safe and secure and stimulating for all children

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Targets	Strategies	Timescale	Success Criteria
Review information to parents / carers to ensure it is accessible	Provide information on the website and letters in clear print in 'simple' English and available in other languages. Provide information in other languages/media when required. School office will support and help parents to access information and complete school forms.	Ongoing	All parents to receive information in a form that they can access.
EHCPs and SSPP Reviews to be as accessible as possible.	Hold person centered reviews that are parent and pupil friendly	Ongoing	Feedback from parents and pupils on EHCP/review meetings.

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Excelsior Multi Academy Trust