

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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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

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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. Thurnby Mead Primary Academy is a two-storey building and there are toilets for wheelchair users on the ground floor. The main entrance to the Academy has ramp access and automatic doors and all internal areas on the ground floor of the Academy are accessible via the main entrance. The outdoor play areas adjacent to the Foundation classrooms are accessible for wheelchair users without a detour. The main Academy to playground is not accessible through a direct route and wheelchair users would have to access via the exit by Foundation stage. At present we have no wheelchair dependent pupils or members of staff, but we do have one parent who is a wheelchair user. Current Range of known disabilities:
- 1.4.1. The Academy has children with a range of disabilities to include moderate and specific learning disabilities.
 - 1.4.2. We have a small number of pupils and parents who have a hearing impairment.
- 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 pupils, 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
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	All classes to be offering a high standard of provision for pupils with additional needs	<p>Quality Assurance Monitoring of curriculum delivery</p> <p>Refinement of foundation curriculum offer in DSP</p>	<p>SLT and subject leaders</p> <p>FN & subject leaders</p>	<p>Termly</p> <p>Summer 2025</p>	<p>Quality of provision is good or better for ALL pupils</p> <p>Curriculum design is bespoke to the needs of our Speech & language and hearing Impaired children who have associated speech and language needs</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>• Ramps</i> <i>• Wide Corridor</i> 	<p>Installation of ramp to the DSP garden</p> <p>Redecoration and creation of a relaxation room</p>	<p>Project to be managed</p> <p>Project to be managed</p>	<p>Miley Johnson</p> <p>Fehmida Nurgat &</p>	<p>September 2024</p> <p>September 2024</p>	<p>Ramp is installed effectively</p> <p>Relaxation room is established</p>

	<ul style="list-style-type: none"> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 			Michelle Woodhouse		
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>Cued Articulation</i> • <i>Colourful semantics</i> • <i>Widgit communication tool</i> • <i>Makaton</i> • <i>Soundfield systems</i> 	<p>Whole school awareness building of Makaton signing</p> <p>Use of Widgit communication tool to be rolled out to DSP staff</p>	<p>Weekly assembly</p> <p>Daily use in classes</p> <p>SENDCO introduce Summer 2024</p>	<p>SLT</p> <p>Teachers & TAs</p> <p>SENDCO</p>	<p>On-going</p> <p>July 2024 to be introduced</p> <p>Developed through academic year 2024-2025</p>	<p>Makaton is used by children to communicate with DSP children</p> <p>Staff become confident in using Widgit to support communication in the DSP</p>
Improve signage and external access for visually impaired people	<p><i>Our Academy has yellow strip mark edges on steps and clear internal and external signage.</i></p> <p><i>Children with a visual impairment receive support from the VI team.</i></p> <p><i>Environmental audits are carried out prior to the child starting the</i></p>	Yellow strip mark step edges	Site manager to ensure yellow strip mark edges are visible. These need to be repainted when needed.	Site manager	On-going	Visually impaired people feel safe in Academy grounds

	<p><i>school and adaptations are implemented.</i></p> <p><i>Training is provided for staff if required.</i></p>					
Ensure all disabled pupils can be safely evacuated	Emergency and evacuation systems are set -up to inform ALL pupils, including pupils with SEN and disability. PEEPS are in place for those pupils who require one.	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties who require one.</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	All staff to follow Emergency Evacuation Plans and read PEEPS for key children.	<p>Principal</p> <p>SENCO</p> <p>Site Manager / Academy Manager</p>	<p>As required</p> <p>Each Sept</p>	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility to IT equipment	We ensure all relevant employees are familiar with technology and practices developed to assist people with disabilities.	<p>Alternative equipment in place to ensure access to all hardware</p> <p>Liaise with special needs teaching services on information with regard to the visual impaired and hearing-impaired pupils</p>	<p>Ensure all IT equipment is working and accessible.</p> <p>Staff to contact the Trust IT helpdesk if required or the relevant agency when they need support.</p>	ICT	<p>On-going and as required</p> <p>Software may be required</p>	Hardware and software available to meet the needs of children as appropriate

<p>Ensure hearing equipment in classrooms is available to support hearing impaired</p>	<p>Staff attend training and liaise with the HIT to ensure they know how to use the appropriate hearing equipment the child is using.</p>	<p>Seek support from LA hearing-impaired service on the appropriate equipment</p>	<p>Implement HI training for staff as and when required.</p>	<p>SENCO</p>	<p>On-going</p>	<p>All children have access to the equipment</p>
<p>All fire escape routes are suitable for all</p>	<p>Emergency Evacuation Plans are displayed in all rooms.</p>	<p>Make sure all areas of Academy can have wheelchair access</p>	<p>Staff to follow Emergency Evacuation plans. Plans to be updated accordingly and information to be shared to all staff immediately.</p>	<p>Site manager</p>	<p>On-going and as required and as appropriate</p>	<p>All disabled staff, pupils and visitors able to have safe and independent exit</p>

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

See Appendix 2 for specialist setting accessibility and environment standards

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	General maintenance- daily basis	Site manager and team	Daily
Corridor access	Wide corridor access across the school	Keeping corridors clear so that all children of all needs can access the building	Site manager and team	Daily
Lifts	0	N/A		
Parking bays	Front of school near main office- 4 Front of school near the dinner hall – 3 Disabled	Ensure people are parked in the correct bays	Site manager and team	Daily
Entrances	1 Main Entrance 2 gate entrances	Ensure they are accessible for all	Site manager and team	Daily
Ramps	1 Main Entrance 2 gate entrances	Ensure the ramps are fit for purpose for no obstructions	Site manager and team	Daily

Toilets	2 downstairs (children) 2 upstairs (children) 1 disabled (downstairs) downstairs (adults) Upstairs (adults)	General maintenance- daily basis	Site manager and team	Daily
Reception area	1 reception area on ground level	General maintenance- daily basis.	Site manager and team	Daily
Internal signage	Clear signs	Ensure all signs are clear and with visuals	Site manager and 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	Site manager and 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.