



**Meadowcroft School**

**Accessibility Plan 2024-2025**

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that all pupils are prepared for their next steps (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Target	Actions	Timescale	Success Criteria
During assessment identify if a pupil requires specialist equipment to access the curriculum	<ul style="list-style-type: none"> <li>- Identify and source specialist equipment</li> <li>- Staff to access training in auxiliary equipment if needed</li> </ul>	Ongoing – takes place during assessment process prior to admission	Pupils arrive at school with the appropriate equipment and resources needed to access learning
Identify appropriate clinical input and therapeutic support	<ul style="list-style-type: none"> <li>- Joined up working during admission stage</li> <li>- Identify clinical and therapeutic support (SALT, OT, Clinical)</li> </ul>	Ongoing	Pupils' learning will be supported by appropriate clinical and therapeutic services. This could include SALT support, sensory profiling etc.
Produce an annual plan outlining a range of activities to promote pupils' spiritual, moral, social and cultural development	<ul style="list-style-type: none"> <li>- Link to cultural events and curriculum links</li> <li>- All staff to contribute to the plan and implementation of plan</li> </ul>	Ongoing – takes place every September during inset day	Pupils participate in a range of activities alongside the taught curriculum to widen their experiences and support growth and development
Review extra-curricular and after school clubs termly	<ul style="list-style-type: none"> <li>- Through School Council, identify activities pupils would like to participate in</li> <li>- Contact parents and transport to ensure pupils are able to access</li> </ul>	Termly	Pupils will access a range of chosen, enriching activities to support their personal, social and emotional development

Review the offer offsite educational experiences at the school	<ul style="list-style-type: none"> <li>- Teachers to identify through planning core aspects of their curriculum and support these with educational trips and visits to enrich the learning experience</li> </ul>	Annually – September	Pupils will engage in a range of purposeful educational visits linked directly to learning outcomes. This will support with knowledge retention and help pupils to commit learning to long term memory
Carry out annual curriculum reviews to ensure pupils are able to access as broad a curriculum as possible for as long as possible	<ul style="list-style-type: none"> <li>- All staff to research own curriculum areas to identify accredited routes and experiences</li> <li>- All pupils in Y9 to complete options choices for Y10 and Y11</li> </ul>	Annually	The curriculum will be continually developed, allowing pupils to study as broadly as possible for as long as possible. Pupils will make informed choices in Y9 with the support of Entrust Careers Services and school staff

- Improve and maintain 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 within a reasonable timeframe;

Target	Actions	Timescale	Success Criteria
Regularly monitor each sites through monthly site inspections	<ul style="list-style-type: none"> <li>- H&amp;S team to conduct daily/weekly checks. H&amp;S lead to complete monthly reviews of each site to indicate areas of further attention</li> </ul>	Daily/Weekly walk round (informal) Monthly Checklist (formal)	A report produced with site compliance and areas of attention. Clear actions and timescales to indicate when issues will be resolved
Review all stairwells in school to ensure nosing's and surfaces are appropriate	<ul style="list-style-type: none"> <li>- To be done as part of daily/weekly monthly checks</li> </ul>	Daily/Weekly walk round (informal) Monthly Checklist (formal)	All stairwells are compliant and free from potential risks
School Lift at the Works to be serviced and in operation when required	<ul style="list-style-type: none"> <li>- H&amp;S lead to contact a range of service organisation to receive quotes.</li> <li>- Arrange for servicing to be carried out</li> </ul>	Project to be submitted as part of Cap-Ex requests	The lift will be in operation for all those that have difficulties accessing the stair case.

Review the guttering system at the Gallery; as damp issues are occurring down one side of the Gallery	- H&S Lead to liaise with central H&S Team to repair/ replace guttering system at the gallery	A central H&S maintenance request in place to carry out remedial work; completed by August 24	To eradicate damp issue at the Gallery
Redevelop the Hub; Refresh overall site appearance, alter classroom usage in line with the changing needs of our cohort	- Project to be submitted as part of Cap-Ex requests – 2023-2024	August 2024	The curriculum will further develop, enabling pupils to access a wider range of experiences in a purpose built setting
Review the current Therapeutic spaces across all of the sites to ensure the school is adequately equipped to support all young people	- This is to be reviewed as a part of a wider OFG audit. Lead OT to submit a proposal to SLT to identify key areas of the school that are likely to be required.	July 2024	Therapist will have designated spaces across all sites to carry out essential therapeutic work for all young people that require therapeutic intervention
Redevelop the outdoor space at the Works to make it functional for leisure, fitness and for dysregulation purposes	- A capex request will be submitted as a part of the FY25 submission	March 2025	A Functional outdoor space, that with specialist exercise equipment that provide fitness and behaviour regulation. The Environment will be aesthetically pleasing with astro-turf and a seating area. Pupils will be able to access this outdoor space as a social and emotional space.

- Improve the delivery of written information to pupils, staff, parents and visitors with special educational needs and/or disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Target	Actions	Timescale	Success Criteria
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<p><b>Ensure written material is accessible</b></p>	<ul style="list-style-type: none"> <li>- Incorporate statement on school's website stating that written information is available in other formats upon request i.e. large print, coloured paper</li> </ul>	<p><b>Immediate</b></p>	<p><b>Parents and visitors will have be able to request accessible information</b></p>
<p><b>Support parents to develop their own literacy skills</b></p>	<ul style="list-style-type: none"> <li>- Establish a team of staff who are able to support adults with:             <ul style="list-style-type: none"> <li>○ Reading Skills</li> <li>○ Writing Skills</li> <li>○ Speaking and Listening</li> <li>○ Basic numeracy</li> </ul> </li> </ul>	<p><b>By December 2024</b></p>	<p><b>Parents own basic skills will improve and in turn, they will be more confident in support children's needs</b></p>