



Outcomes
First Group

Accessibility Plan

Policy owner	Executive Headteacher
Operational lead	Deputy Headteacher for Inclusion
Date adopted	September 2026
Full review	September 2027

1 Purpose and scope

Meadowcroft School is committed to ensuring that pupils with additional needs and disabilities, prospective pupils, staff, parents, carers and visitors are not placed at a substantial disadvantage. This plan describes the practical steps the school will take between September 2026 and September 2027 to identify and remove barriers across its four sites: The Lodge, The Gallery, The Hub and The Works.

The plan applies to education, enrichment, preparation for adulthood, transitions, communication, the use of school premises and access to associated services. It is informed by pupils' education, health and care plans, individual risk assessments, clinical and therapeutic advice, feedback from families and pupils, premises audits and the School Improvement Plan.

2 Legal framework

This plan has been prepared with regard to the Equality Act 2010, including the reasonable adjustment duty and the planning duties in Schedule 10. The school will not discriminate unlawfully because of disability and will take reasonable steps to avoid disabled people being placed at a substantial disadvantage.

A person is disabled for the purposes of the Equality Act 2010 where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The definition is broad and may include physical, sensory, cognitive, communication, neurological and mental health needs. Decisions will be based on the individual, not solely on a diagnosis.

The statutory planning duty requires the school to work progressively in three areas:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment to increase access to education, benefits, facilities and services
- improving the availability of accessible information for pupils with disabilities

The duty to make reasonable adjustments is anticipatory. Meadowcroft will therefore consider likely barriers in advance while also responding promptly when an individual need is identified. Any adjustment will be considered in context, including effectiveness, practicality, safety, available resources and the need to protect the learning and welfare of all pupils.

3 Meadowcroft context and commitment

Meadowcroft is a specialist school operating across four distinct sites and pathways. Pupils may experience barriers linked to autism, communication and interaction, cognition and learning, social, emotional and mental health, sensory processing, mobility, medical conditions or combinations of need. Accessibility is therefore integral to curriculum design, safeguarding, attendance, behaviour and culture, clinical support and preparation for adulthood.

Our approach is to understand each pupil's needs, reduce avoidable barriers and build consistent practice across one Meadowcroft, while retaining the adaptations required by each site and pathway. Accessibility decisions will be person-centred, evidence-informed and made in partnership with pupils, families, placing authorities and relevant professionals.

4 Aims

- Enable every pupil to participate as fully and independently as possible in learning and school life.
- Identify accessibility needs early, including before admission and at points of transition.
- Provide reasonable adjustments, auxiliary aids and accessible communication in a timely way.
- Maintain safe, welcoming and appropriately adapted environments across all four sites.
- Develop staff confidence in autism-informed, trauma-informed, communication-supportive and disability-inclusive practice.
- Use pupil, parent and professional feedback to test whether adjustments are effective.

5 Current inclusive practice

Understanding needs

Admissions and transition arrangements draw on the education, health and care plan, professional reports, risk information and discussion with the pupil, family and placing authority. Individual plans are reviewed when needs change. Relevant information is shared with staff on a need-to-know basis through agreed school systems.

Curriculum access

Pupils follow personalised pathways with teaching adapted to starting points, communication needs, sensory profiles, emotional regulation, medical needs and intended destinations. Staff use visual structure, modelling, scaffolding, assistive technology, adapted resources, alternative recording methods and planned regulation support where appropriate.

Communication and information

The school uses accessible formats according to assessed need. These may include plain English, symbols, visuals, larger print, coloured backgrounds, audio, digital text, communication passports and augmentative or alternative communication. Pupils are supported to express their views and understand information that affects them.

Environment and participation

The school considers lighting, noise, colour, signage, clutter, movement, predictability, regulation spaces, toilet and hygiene needs, access routes and emergency arrangements. Educational visits, enrichment, careers encounters, work-related learning and transition activity are planned to include disabled pupils through proportionate adjustments and individual risk assessment.

6 Site access audits

Because the source plan contained premises statements relating to another school, Meadowcroft will maintain a verified audit for each of its four sites. The audit will record what is present, what presents a barrier, the reasonable adjustment required, the person responsible and the completion date. It will be reviewed at least annually and whenever there is a significant change to a pupil's needs, accommodation or use of a building.

Area to verify	Minimum evidence for each site
Arrival and parking	Approach routes, gates, drop-off arrangements, disabled parking where available, reception access and visitor assistance.
Horizontal access	Door widths, thresholds, corridors, surface condition, furniture placement and unobstructed routes.
Vertical access	Stairs, handrails, lifts or platform lifts where present, and alternative arrangements where areas are not step-free.
Teaching and social spaces	Classroom layout, adjustable furniture, acoustics, lighting, sensory demands, quiet or regulation space and specialist equipment.
Toilets and personal care	Accessible toilet provision, changing or personal care arrangements, alarm systems, privacy and dignity.
Communication and wayfinding	Clear signs, symbols, contrast, room identification, reception support and accessible visitor information.
Emergency arrangements	Evacuation routes, refuges where applicable, alarms, individual personal emergency evacuation plans and staff competence.
Outdoor and specialist areas	Paths, gradients, surfaces, play or social areas, vocational spaces and safe access to off-site learning.

7 Accessibility action plan

The actions below establish the school's priorities.

They will be supplemented by individual reasonable adjustments and by premises actions arising from each site's verified access audit.

7.1 Increasing access to the curriculum

Priority	Actions	Timescale	Lead	Evidence and monitoring	Success criteria
Accessible admissions and transitions	Use a consistent pre-admission accessibility check covering curriculum, communication, sensory, medical, mobility, personal care, transport and emergency needs. Agree necessary adjustments and equipment before the start date wherever reasonably practicable.	From Sep 2026 and ongoing	DHT Inclusion; SENCO; Site Lead	Admission records; transition plans; equipment log	Identified adjustments are planned before admission; avoidable delays to participation are reduced.
One Meadowcroft pupil information	Create a reliable, proportionate method for staff to access current communication, sensory, medical, risk and learning information across sites. Remove unnecessary duplication and clarify ownership of updates.	Autumn 2026; termly review	DHT Inclusion; DSL; Clinical Team	Information audit; staff feedback; sampling of pupil profiles	Staff can locate the current information they need and use it consistently.
Adaptive teaching	Strengthen planning for adaptive teaching, including visual structure, chunking, alternative recording, assistive technology, reading accessibility, movement and regulation breaks, and appropriate challenge.	2026 to 2029	DHT Quality of Education; subject and site leads	Learning walks; work scrutiny; pupil progress; CPD records	Pupils with disabilities participate, make progress and experience ambitious learning.
Communication access	Audit the use of AAC, symbols, communication passports and receptive-language support. Provide training and specialist advice where gaps are identified.	Audit by Dec 2026; actions ongoing	SENCO; Clinical Team	Communication audit; profiles; observations; pupil voice	Communication approaches are available, understood and used across relevant contexts.
Assessment and examinations	Identify access arrangements and reasonable adjustments early, maintain evidence and ensure normal ways of working are established. Review accessibility of internal assessment as well as external examinations.	Annual cycle	Exams Officer; SENCO; teaching staff	Access arrangement files; assessment checks; audit outcomes	Eligible pupils receive compliant arrangements without last-minute barriers.
Enrichment and preparation for adulthood	Include accessibility planning in educational visits, careers encounters, work-related learning, independence work and transitions. Seek suitable alternatives only where an adjustment cannot reasonably remove the barrier.	Ongoing	DHT Personal Development; Careers Lead; Site Leads	Visit plans; risk assessments; careers records; pupil voice	Disabled pupils can access a broad range of experiences and intended destinations.
Staff competence	Provide role-relevant CPD on disability equality, communication, sensory regulation, medical needs, assistive technology and reasonable adjustments. Include accessibility in induction.	Annual programme	SLT; SENCO; Clinical Team	CPD calendar; attendance; evaluations; practice checks	Staff understand their responsibilities and can apply agreed strategies confidently.

7.2 Improving the physical environment

Priority	Actions	Timescale	Lead	Evidence and monitoring	Success criteria
Four-site access audit	Complete and record a premises access audit for The Lodge, The Gallery, The Hub and The Works. Prioritise legal, safeguarding and immediate pupil barriers, then cost and schedule longer-term improvements.	By Dec 2026; annual review	Facilities Manager; Site Leads; SBM	Completed audit for each site; action tracker; photographs where appropriate	Every site has a current, evidence-based access profile and prioritised actions.
Movement and arrival	Review drop-off, entrance, threshold, doorway, corridor and circulation arrangements. Keep access routes clear and provide individual assistance or an alternative route where required.	Termly and following change	Facilities Manager; Site Leads	Site checks; incident and near-miss analysis; feedback	Pupils and visitors can enter and move around safely with agreed support.
Sensory accessibility	Use environmental audits and pupil profiles to improve lighting, acoustics, visual load, signage, colour, predictability and access to regulation spaces. Check the impact of the new sensory-room provision.	2026 to 2027; ongoing review	DHT Inclusion; Clinical Team; Site Leads	Sensory audits; pupil voice; behaviour and engagement evidence	Environments reduce avoidable sensory distress and support engagement.
Furniture and equipment	Maintain an inventory of specialist seating, adjustable furniture, mobility, sensory and personal-care equipment. Record servicing, safe use, storage and replacement needs.	Inventory by Jan 2027; termly check	Facilities Manager; Clinical Team	Inventory; servicing records; risk assessments	Required equipment is safe, available and appropriate to assessed need.
Emergency evacuation	Review individual evacuation needs and produce personal emergency evacuation plans where required. Ensure plans cover each relevant site and any areas that are not independently accessible.	On admission and at least termly	DSL; Facilities Manager; Site Leads	PEEPs; drills; debrief records; training	Evacuation arrangements are current, understood and tested.
Refurbishment and procurement	Build accessibility checks into premises works, room changes and purchasing decisions. Consult users and specialist professionals where changes may affect access.	For every relevant project	EHT; SBM; Facilities Manager	Project briefs; consultation; completion checks	New works and purchases improve access and do not create avoidable barriers.

7.3 Improving access to information

Priority	Actions	Timescale	Lead	Evidence and monitoring	Success criteria
Accessible pupil information	Provide learning, safeguarding, health, careers and transition information in the format required by the pupil, such as plain English, symbols, larger print, audio, digital text or AAC-supported communication.	Ongoing	All staff; SENCO; Clinical Team	Planning records; accessible examples; pupil feedback	Pupils understand key information and can communicate choices and concerns.
Family and visitor communication	Invite parents, carers and visitors to state communication or access requirements. Provide reasonable alternative formats and support for meetings, consultations and school information.	From Sep 2026	Administration; Site Leads	Request records; feedback; sample communications	People can obtain and understand school information without avoidable disadvantage.
Website and published documents	Use readable layouts, meaningful headings, descriptive links, accessible PDFs or HTML where possible, and clear contact routes for alternative formats. Check statutory documents before publication.	Review by Mar 2027; then annual	EHT; administration; website lead	Annual website check; document sample; requests log	Core public information is accessible and alternative formats are provided promptly.
Digital accessibility	Review commonly used platforms and resources for keyboard access, magnification, text-to-speech, captioning, colour contrast and readability. Record workarounds or alternative resources where products are not accessible.	2026 to 2028	ICT lead; DHT Quality of Education	Platform review; user testing; issue log	Technology supports access and known digital barriers are actively managed.
Feedback and response	Provide accessible routes for pupils and families to raise barriers. Log requests, decisions, agreed adjustments and review dates, and analyse themes at least annually.	Ongoing; annual analysis	DHT Inclusion; Site Leads	Requests log; complaint themes; pupil and parent voice	Barriers are acted on promptly and recurring issues inform improvement planning.

8 Individual reasonable adjustments

This plan does not replace the duty to consider an individual reasonable adjustment. When a barrier is identified, the responsible leader will:

- clarify the disadvantage and the outcome the person needs
- consult the pupil and, where appropriate, their parent or carer and relevant professionals
- consider effective options, including auxiliary aids and services
- record the decision, responsible person, implementation date and review point
- communicate the adjustment to staff who need to know
- review whether the adjustment works and revise it when circumstances change

Where a requested adjustment cannot be made, the school will record the reasons, consider alternative ways to reduce the disadvantage and communicate the decision clearly. Immediate safeguarding or medical needs will be escalated without waiting for the routine review cycle.

9 Roles and responsibilities

Role	Core responsibility
Executive Headteacher	Provides strategic oversight, allocates resources, ensures publication and reports progress through governance arrangements.
Deputy Headteacher for Inclusion and SENCO	Coordinate accessibility planning, individual adjustments, EHCP-related provision and advice to staff.
Site Leads	Maintain day-to-day implementation, identify local barriers and ensure staff understand site and pupil-specific arrangements.
Facilities Manager and School Business Manager	Maintain premises audits, coordinate works and procurement, and monitor statutory and safety checks.
Clinical Team	Advise on communication, sensory, therapeutic, functional and equipment needs within professional roles.
Teaching and support staff	Plan inclusively, implement agreed adjustments, report barriers and seek advice when needs change.
Pupils and families	Contribute lived experience, identify barriers and help evaluate whether adjustments are effective.

10 Monitoring and evaluation

The Senior Leadership Team will review progress against the action plan termly. The Executive Headteacher will provide an annual update through the school's governance arrangements. Evaluation will consider completion of actions and, more importantly, their impact on participation, attendance, engagement, progress, independence, safety and belonging.

Evidence may include site audits, learning walks, pupil and parent voice, EHCP review information, access arrangement records, incident and complaint themes, attendance patterns, CPD evaluation, equipment records and feedback from placing authorities or specialists. The action plan may be updated during its life where new needs, barriers or opportunities arise. A full plan will be prepared at least every three years.

11 Publication and alternative formats

The plan will be published on the school website and made available on request. Anyone who needs this document in another format or requires support to understand it should contact the school office. Requests will be considered promptly and in line with individual need.

12 Links with other school documents

- Special Educational Needs and Disabilities policy and SEND information
- Equality and diversity policy and equality objectives
- Curriculum policy
- Relational and inclusive behaviour policy
- Safeguarding and child protection policy
- Health and safety policy and fire risk arrangements
- Supporting pupils with medical conditions arrangements
- Admissions policy
- School Improvement Plan
- Complaints policy

13 Review record

Review point	Review date	Summary of changes	Approved by
Annual review 1			
Annual review 2			
Full review			