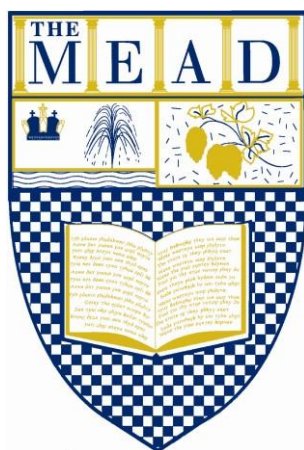




Accessibility Plan

This plan applies to the entire setting including the EYFS.

Staff Responsible for the plans review: Head, School Business Manager and Head of Learning Strategies

Next Review: 1st September 2027 (or before if legislation requires it)

Last Review	Updates made
December 2019	New central policy written by Wishford
August 2022	Reviewed during Wishford visit in Summer – updated with completion dates and added EDI. Change SENDCo to Head of Learning Strategies.
May 2023	Minor revisions and typos.
September 2024	Revised the legislation the plan adheres to. Added legislation and guidance General review and dates amended where necessary
September 2025	Reviewed yearly plan

3 Year Special Educational Needs and Disability (Act) Accessibility Plan (SENDA) Policy

Covering the period September 2024 to August 2026.

Aims of the Accessibility Plan

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about SEND and accessibility to developing a culture of awareness, tolerance and inclusion.

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and directors of the school.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Information gathering

The School asks all parents/guardians to complete the Registration Form and to disclose whether their son/daughter/ward has a special educational need, mental, physical or medical condition. Based on this, the School may ask for further details, such as case histories, Educational reports or scores.

In assessing any pupil or prospective pupil, the School may take such advice and require such assessments as it deems appropriate. Subject to this, the School will be sensitive to any issues of confidentiality.

From these discussions an audit will be undertaken in order that the School can assess whether they could fully meet their obligation to enable the child to fully access the curriculum. If, at this stage, the School feels that they cannot provide for a particular child's needs, the reasons behind this decision will be explained to the parents.

Where it is practicable to make reasonable adjustments based on the information given and advice received, to enable a prospective pupil to take up a place at the School, and to satisfy criteria outlined above, the School is committed to providing these reasonable adjustments in the assessment process. The School will have a consultation meeting with the parents/guardians following assessment to define the reasonable adjustments the school is committed to provide, discuss any additional services, and make arrangements for review meetings to monitor progress. At this stage, it may be that the School decides that it cannot meet the needs of a prospective pupil.

Where the School agrees to provide additional services, such as specialist teaching with a Special Needs/Support teacher, parents/guardians will be charged for this service at a level which reasonably reflects the cost to the School for providing that service or enter a contract with the provider themselves. Details of cost will be provided in writing.

When a child with specific needs enters the School, the Head of Learning Strategies together with the parents, any outside agencies and the Form Tutor work closely together to draw up a suitable induction programme in order to ensure a smooth transfer into the school. Year group Provision Maps and pupil passports are drawn up for these children, re-evaluated each term and shared with the parents.

Gathering Information

Targets	Strategies	Timescale	Responsibility
Full and appropriate disclosure from the outset regarding SEND	Establish an open discussion with parent / carer	September 2024 to August 2026	Parent / Carer
To maintain the monitoring system to support pupils with SEND	Appropriate assessment of child on entry to school	September 2024 to August 2026	Head, Head of Learning Strategies
	Maintain register of SEND children	September 2024 to August 2026	Head of Learning Strategies
	Regularly update and assess register of SEND children and update the pupil passports to ensure appropriate provision is being made	September 2024 to August 2026	Head of Learning Strategies

To ensure that needs and aspirations of groups of users are met and understood	Invite parents and pupils to contribute to the Pupil passports each Term when both parents and pupils are both happy to do so.	September 2024 to August 2026	Head of Learning Strategies
To ensure that EDI to be considered throughout all aspects of school life	To be part of School Council discussions and that all children report that they feel equal in school community and have their voice heard when required	September 2024 to August 2026	Deputy Head

The School's Layout and Facilities

We recognise that our buildings and facilities need to be of a high standard which are safe and suitable to the needs of our pupils now and in the future.

The School was founded in 1987 in the body of the current site - a Victorian villa. It has had four main extensions since this date.

Most general teaching activities, cooking and dining are carried out on this site with some additional premises rented within close proximity, such as tennis courts, playing fields, swimming pool facilities and the Trinity Theatre, as the need arises.

In addition to the main building, there is an outdoor classroom, an external music room and play areas that have been considered for access and this building or areas are of varying age and therefore have varying issues in terms of accessibility.

The School's playing fields on the site are formed of astroturf and would be suitable for wheelchair dependent people, but the access to this site can be narrow in parts and provision would need to be made to allow access.

The School is not required to provide auxiliary aids and services or to make physical changes to the existing buildings, but has the will to make reasonable steps to improve access for children. A pupil with restricted mobility is likely to be put at a disadvantage only in his/her access to certain classrooms. A pupil with severely restricted mobility may be unable to access some of the educational and recreational facilities that the school offers.

When the school goes off-site, it may not be possible to transport a pupil in the School minibus, or in the hired coaches when bigger groups are travelling. Alternative ways of transporting children with physical disabilities will be sought should the need arise.

Improvements to the Physical Environment of the School

The main building is a three storey building with basement and has limited access and is not viable for a lift.

There is an ongoing commitment to upgrade facilities to enable all pupils to work in a good, comfortable and safe environment given the budget available and the School has recently installed

a disabled access toilet in the Reception area

The School will identify the areas where disabled access to academic sites will need to be improved if this is practicable.

The School will, in its regular fire safety risk assessment, update any evacuation and Muster station plan. It will also consider whether a particular disability might compromise safety in event of a fire.

Any future building will be constructed to be fully accessible to the disabled.

All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.

Faulty lighting will be replaced within 24 hours wherever possible.

When the present minibus is replaced, consideration will be given to providing facilities for the disabled.

Physical Access

Targets	Strategies	Timescale	Responsibility
To be aware of the needs of pupils, staff and visitors with disabilities.	To seek information on the needs of users and pupils.	September 2024 to August 2026	School Business Manager, Head, Head of Learning Strategies
	Review access to school buildings to ensure it is user friendly.	September 2024 to August 2026	School Business Manager
	Provide aids of those who are visually impaired by response.	September 2024 to August 2026	Head of Learning Strategies
To ensure that pupils and adults are in areas from which they can be evacuated safely.	To be acted upon as required.	When adults or children with a disabilities that would impede their safe evacuation are on site.	School Business Manager
To improve signage around the School	To ensure flow around the building is free	September 2024 to August 2026	School Business Manager
To ensure all SEND adults are considered equally with others for posts in the School.	Review application procedure and modify as necessary.	September 2024 to August 2026	Head, School Business Manager

Review and monitoring

The School will reflect on these plans on an annual basis (within the 3 years) with Wishford to evaluate:

- The effectiveness of the action taken in the previous school year;
- Relevant targets for the next school year;
- Responses to any legislative changes; and
- Changes or expected change to relevant pupils needs.

Monitoring will be a constant process and the Head and School Business Manager will make the necessary amendments and discuss planning, budget and other concerns.

The Wishford Board may raise action points and these will, in the main, be dealt with by the Head and the School Business Manager.

When a pupil with special medical requirements and particular disability which restricts mobility around the school site, is offered a place, a committee will be convened consisting of the Head, Deputy Head, School Business Manager, Form Tutor and Head of Learning Strategies. Reasonable adjustments will be considered but it may be that due to the nature / style of the building The Mead may not be able to meet the needs of some prospective pupils.

Should we need to, we could swap the classrooms around to accommodate a current pupil's temporary accessibility constraints to give them access to ground floor facilities.

SEND Pupils Participation in the School Curriculum and Delivery of Information to SEND Pupils

Access to the Curriculum and Delivery of Information

Targets	Strategies	2024-2025	2025-2026	2026-2027	Responsibility
To ensure staff have training on any current pupil SEND issues.	Discuss issues and needs at staff and KS curriculum meetings and organise Inset's when appropriate. Share current needs and expectations to meet needs with staff on an ongoing basis.	Ongoing: With each new member of staff, relevant induction and information will be shared and training given where required.	√	√	Head, Head of Learning Strategies, Deputy Head
To maintain the monitoring system to support pupils with SEND	Maintain register of SEND children	√	√	√	Head of Learning Strategies
	Monitor participation in off-site activities	√	√	√	Head of Learning Strategies, Form Tutors, teachers,

	and residential visits				
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	Record pupil achievements	√	√	√	Form Tutors and teachers
To ensure the needs, EDI and aspirations of groups of children are met and understood.	Invite parents to attend termly parent consultations and contribute to pupil passports as necessary	√	√	√	Head of Learning Strategies, Form Tutors, Teachers
Invest appropriately in the tools for aiding SEND children	Budget to be regularly reviewed	√	√	√	Head, School Business Manager
Introduce appropriate technology to aid learning	Assess the needs of all pupil with SEND and invest in their learning requirements where it is reasonable for the school to do so. Discussions should also be had with parent / carer.	√	√	√	Head of Learning Strategies, School Business Manager
To ensure that The Mead develops children's awareness of a disability.	Review PSHEE curriculum to ensure disability is taught effectively.	√	√	√	Deputy Head
	Review provision in other curriculum areas, i.e. PE.	√	√	√	Director of Sport, teachers, Head, Deputy Head
	Provide children with opportunities to meet with a variety of disabilities and invite disabled visitors/speakers to school assemblies.	√	√	√	Form Tutors, Teachers, Deputy Head

To ensure all pupils have full access to trips and extra-curricular activities.	Review club timetable	√	√	√	Deputy Head
Access to school trips	Review trip-planning strategies to involve parents/carers when necessary.	√	√	√	Head, Deputy Head, Form Tutors, Head of Learning Strategies, Teachers
Ensure staff are sufficiently trained to and are able to identify and cope with an array of SEND	Regular staff insets and training	√	√	√	Head, Deputy Head, Head of Learning Strategies
To ensure that all staff are able to differentiate the curriculum and are aware of SEND resources, including the most able.	Planning reviewed Termly pupil progress meetings to ensure resources available to support needs.	√	√	√	Head, Deputy Head, Head of Learning Strategies, Form Tutors
To review information to parent/ carers to ensure that it is accessible	Make documents available in large print if required	√	√	√	School Secretary
To increase support for parent / career of SEND pupils	Publish relevant information and SEND guidance as appropriate and have an informative website	√	√	√	Head of Learning Strategies, Deputy Head
To ensure that EDI to be considered throughout all aspects of school life	To be part of School Council discussions and that all children report that they feel equal in school community and have their voice heard when required	√	√	√	Deputy Head, Head

The timetable will always be constructed to appreciate any pupil or pupils with SEND and given reasonable consideration to the rooms where accessibility is easier, perhaps away from the Specialist classrooms.

Pupils with SEND may be given additional reasonable time during and between lessons if this is beneficial.