



MEADOWBROOK
COLLEGE

2020-21

Accessibility Plan

This policy was updated in December 2020

Introduction

Schools have a duty under the Equality Act 2010 towards disabled staff and students and towards disabled members of the public. This widens the school's responsibilities to take account of all disabled people: students, staff, parents and visitors.

Our school aim is **"Success for everyone"** and to achieve this aim we recognise the need to ensure that we improve access to the curriculum and to school building for those members of our school community who are disabled. Our plan for improving access, in its broadest sense, is linked closely to our aims, values and the current School Improvement Plan with its key priorities:

- To improve the quality of learning and teaching
- To develop a flexible curriculum
- To support student welfare and development
- To build partnerships within and beyond school

The Board of Trustees has three key duties towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students through an Accessibility Plan

Our school values are inclusive and the education of disabled students will not be impaired because of accessibility:

- Respect and consideration for others
- Everyone in the school community valued as an individual
- Fostering relationships based on honesty and trust
- Developing a sense of self and the ability to express oneself with confidence
- Resilience and a desire to learn
- Independence and creativity

This document should be read in conjunction with our Equality Policy, which explains how we aim to promote positive attitudes towards disability and to remove disability discrimination.

Definition of disability

The law defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

In the context of the school, this means identifying all those individuals who have a disability. The definition is broad and includes a wide range of impairments, including for example physical and learning difficulties, dyslexia, autism, vision and hearing loss, speech and language impairments, ADHD, diabetes, HIV or epilepsy. Impairment does not mean a person is disabled; it is the effect this has on their ability to carry out normal day-to-day activities.

A “substantial adverse effect” reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

- A “long-term effect” is one where the mental or physical impairment lasts, or is likely to last, for at least 12 months.
- Normal day-to-day activities are those which are carried out by most people on a fairly regular and frequent basis.

An appropriate test is to consider whether impairment affects normal day-to-day activities in one or more of the following areas:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Speech
- Hearing
- Vision
- Memory
- Perception of danger

The Accessibility Plan

The Accessibility Plan relates to our Equality Policy and the specific duty that schools have not to discriminate against disabled students for a reason relating to their disability and to promote the inclusion of disabled students in all aspects of school life. Through the Accessibility Plan, we aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.

The Accessibility Plan shows how, over time, access to the school will be improved in three ways:

- By increasing the extent to which disabled students can participate in the curriculum;
- By making improvements to the physical environment of the school to increase access to education and associated services;
- By making written information accessible in a range of different ways for disabled students, where it is provided in writing for pupils who are not disabled.

We aim to identify potential barriers and, by working collaboratively with disabled students, their parents and others within and beyond the school community, identify practical solutions to reducing and removing those barriers.

We will monitor and evaluate the impact of the plan and we report the outcomes to the school community.

Aspect of Improvement	Objective	What needs to be done	Lead person	Monitoring
All aspects	To be aware of the needs of disabled people in the school community	To update records of disability within the school community, with particular reference to new staff and students. To assess new and changing needs.	Students: SLT Programme Leads (BOT, RLo, SDi, JWe, SMO) Staffing: Business Manager (BMu)	HT & Board of Trustees
Physical Environment	Disabled people are able to access safely and independently as many areas of the site as possible.	To evaluate current improvements. To review the needs of staff and students and make appropriate further adjustments or improvements over time.	Business & Site Managers (BMu & CPO)	
Curriculum	Ensure that disabled students have full access to the school curriculum	Use and develop differentiation and specific support arrangements to benefit students with particular needs.	SLT Curriculum lead, SENCo (JWe, RLo)	
Access to information	Appropriate provision of written information to staff, students, parents and visitors with disabilities	Respond to needs and review the delivery of written information.	Students/parents/staff : SLT Programme Leads (BOT, SDi, RLo, JWe, SMO) Visitors: Business & Site Managers (BMu)	

Key Staff

Pioneers - Beverley O'Toole / Elaine Kinnell
 KS 3/4 Oxford Base - Syrene Dixon / Simon Hemsworth
 Ambrose House – Carly Bayliss
 KS 3/4 West Bar – Susy Morgan / Carl Humphreys
 Next Step – Ryan Lloyd
 KS3 – Beverley O'Toole / Nick Lacey / Kerry Jackson
 Bridges - Beverley O'Toole / Daisy O'Toole
 Business Manager - Brenda Mundy
 Site Manager - Chris Post
 Quality of Education - Jacqui West

The Headteacher and Board of Trustees oversees the monitoring of the school's Accessibility Plan and associated policies.

Trustee Approval and Review Dates

This policy was updated in December 2020

The policy was approved by the Radcliffe Academy Trust Chair of Trustees by email on 31st March 2021

It is due for review by January 2023

Date	Author	Change	Reviewed by Trustees
2017	Caroline Duncan		
December 2020	Ryan Lloyd	Updated with staff and programme changes	21.5.21