



Accessibility Plan 2018



Meadowfield School

Accessibility Plan

Introduction

Meadowfield School is a Foundation Special School for pupils aged 3-19 with profound, severe and complex needs. All pupils have an Education, Health & Care Plan (EHCP). Honey Bees is our Assessment & Observation provision; children are placed here through the MAP process.

The school has a wide catchment area as it is the only special school in Swale; and Swale is an area of high socio and economic needs. The pupils are predominately White British.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3 year period.

Vision Statement:



Meadowfield School will enable pupils and students to:

- Make appropriate decisions and choices.
- Build effective relationships.
- Prepare themselves for the challenges of independent living and change.
- Develop a positive self-image and awareness of their rights and responsibilities.
- Respect and follow the Fundamental British Values
- Maintain their safety both physically and online
- Be active participants in their learning.
- Learn to be effective communicators.
- Enhance their social understanding and the skills of citizenship.
- Manage their own behaviour appropriately.
- Know how to seek help for their own well-being and mental health
- Enjoy life and learning

Access and School Policy and Procedures

We adhere to the Equality Act of 2010 throughout all of our policies and practise to ensure pupils access learning and the school environment.

Access to the Curriculum

We provide three parallel curriculum models to ensure all pupils can access learning in the most appropriate style. The school follows the national Curriculum but it is highly differentiated and individualised. We ensure all pupils can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. All learning is highly differentiated and takes account of individual learning needs. Priority is placed on pupil participation as independently as is possible. Adults are clear about the learning objectives for the class and individuals.

Good communication is supported by the use of signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices). All pupils have access to appropriate technology to support learning and communication.

The NHS provides School Nursing, Physiotherapists, Occupational Therapists and Speech & Language Therapists. Therapists work alongside staff and parents to ensure that we meet the physical needs of our pupils. We use adapted curriculum materials and sensory approaches for children with sensory impairments. The Specialist Teaching & Learning Service for Hearing and Visual Impairment visit regularly to help us ensure pupils can access learning materials and experiences.

A number of our minibuses are designed to take wheelchairs to ensure no child misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

The school will continue to seek and follow the advice of other professionals, such as School Improvement Partners, Educational Psychologists, CAMHS and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

Meadowfield School has good facilities for a variety of needs. The school is fully accessible for all pupils, staff and visitors. The school has a fully accessible hydrotherapy pool, specialist therapy room, and sensory rooms. All pupils have access to equipment to support sensory processing needs. The outdoor environment is also fully accessible with Early Years having designated outdoor learning space. There is a lift for access to the first floor specialist rooms, and to the second floor training centre (MIDAS).

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

All information issued by the school aims to be user friendly. Newsletters and letters incorporate photographs. Makaton signing and symbols (InPrint 3) are used throughout the school to support the pupils' communication, reading and understanding.

We encourage parents and professionals to take up the offer of having communications sent to them electronically. There is an official school Facebook page and a parent information section on the website.

The website takes into account accessibility in both its design format, the format of fonts and its accessibility on multiple device screen sizes.

The school is signed up to Connect2Kent translation service and can provide translators for key meetings if informed of the need at least 2 weeks in advance. The school can also access other local services for providing information in alternative formats when required or requested.

Accreditation

The School achieved the Leading Parent Partnership Award (LLPA) in 2015 and is currently reapplying as the three year term is coming to an end.

Equality and Diversity

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Equality Policy
- SEND Policy
- School Improvement Plan
- School Self Evaluation Document

Policy approved:	March 2018
Policy reviewed :	March 2020