Accessibility Plan

Meadowfield

To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

Accessibility Plan

Introduction

Meadowfield School is a Foundation Special School for pupils aged 4-19 with profound, severe and complex needs. All pupils have an Education, Health & Care Plan (EHCP).

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 which reflects the local community.

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

To inspire and motivate all pupils and staff who learn and work together to aspire to endless possibilities.

Meadowfield School will enable pupils and students to;

- Learn to be effective communicators
- Make appropriate decisions and choices
- Build effective relationships
- Manage their own behaviour appropriately
- Develop a positive self-image together with their confidence and resilience
- Be active participants in their learning
- Enhance their social understanding taking an active part in their community
- Develop an awareness of their rights and responsibilities
- Respect and follow Meadowfield school values and rules
- Respect and follow the Fundamental British values
- Prepare themselves for the challenges of independent living and change
- Maintain their safety both physically and online
- Know how to seek help for their own well-being and mental health
- Enjoy life and learning
- Have access and opportunities without discrimination of any kind

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 five parallel curriculum models to ensure all pupils can access learning in the most appropriate style:

- Early Years Foundation Stage
- Engage Pathway
- Explore Pathway
- Enquire Pathway
- 6th form Pathway

The majority of pupils follow a highly differentiated Curriculum designed to meet individual learning needs, and can move between pathways at any transition point if deemed appropriate. We ensure all pupils can access learning opportunities through adaptations to resources, equipment and activities. Priority is placed on independent pupil participation as much as possible. Adults are familiar with learners needs, accessibility and learning objectives for the class and individuals. Curriculum progress is tracked for all pupils and include planned individualised learning objectives, which are regularly reviewed and reported against.

Effective communication is supported through our Total communication policy. This ensures all pupils have access to verbal, signing, symbols and low and high tech communication aids (Alternative and Augmentative Communication (AAC) devices). Pupils are encouraged to develop their own preferred communication mode.

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 through adapted curriculum resources and sensory approaches. The Specialist Teaching & Learning Service for Hearing and Visual Impairment visit regularly to help us ensure pupils have effective access to all learning experiences.

The school seeks and follows the advice of other professionals, such as School Improvement Partners, Educational Psychologists, NELFT (formerly CAMHS) and of appropriate health professionals to ensure that we enable our pupils to reach their full potential.

Our fleet of minibuses has been designed to enable all pupils access to educational visits so that cultural capital is enhanced and a full and rewarding educational experience is achieved.

Access to the School Environment

Meadowfield School is fully accessible for all stakeholders across all pathways with adaptations made where required. This includes ramps, elevators, wide corridors, disabled parking bays, disabled toilets and changing facilities and wheelchair-accessible height resources such as shelving, tables and sinks.

Pupils have access to a vast range of specialist equipment and resources, strategies and interventions that support the vast range of different learning needs. This includes; a hydrotherapy pool, specialist therapy room, medical room, dining hall, sensory room, a soft play room, a fitness gym, PE halls, a music room, Art studio, food tech rooms, a MUGA, EYFS specific outdoor area, classroom outdoor learning space and a sensory garden.

Any future improvements or expansion of the school will always include consideration of our pupil cohorts and stakeholders needs. These might include; improved access to certain areas, removal of access to areas, acoustic treatments, colour schemes and appropriate fixtures and fittings.

Access to Information

All information issued by the school is aimed to be user friendly and shared in a variety of ways including; written letters, brief updates on social media, text message, telephone calls, face to face meetings and

Evidence for learning. We have access to a translation service for any family where English is an additional language. Our website has recently been redesigned to improve parent and visitor access.

Accreditation

The School has achieved:

- Leading Parent Partnership Award (LLPA)
- Disability Confident Committed

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 & Diversity Policy
- SEND Policy
- School Improvement Plan
- School Self Evaluation Document

Statutory Policy **Approved by Governing Body**	
Policy Adopted	Date: September 2025
Policy Approved	Date: March 2026
Next Review	Date: End of Academic Year 2028/29