



Meadows First School



Access and Inclusion Plan

Date: July 2023

Date of review: July 2024

Head Teacher: S Hewitt

Chair of Governors: A Lynch

ISSUE	ACTION	SUCCESS CRITERIA	TIMESCALE	MONITORING
PHYSICAL ENVIRONMENT				
Multi-Storey School – access to all floors for those unable to use stairs. Lift in place.	Lift access to all floors	Lift	completed	BAM staff
Multi-Storey School – access from upper floor in fire drill	Training for staff to use fire evacuation chair	All disabled pupils and staff working alongside are safe in the event of a fire	ongoing	SA
EYFS access to accessible toilet in KS1 corridor – require staff assistance	To ensure staff in reception made available should occasion arise	Pupils able to access accessible toilet	ongoing	SH
KS1 access to accessible toilet in KS1 corridor KS2 access to accessible toilet in KS2 corridor	Identified children have access to accessible toilets with appropriate adaptations where needed (under the guidance of Chadsgrove Specialist provision) e.g. a step of the correct height	Children have access to a toilet according to their needs. Children are able to be more independent regardless of their need.	Ongoing	HD/RR
EQUALITY AND INCLUSION				
Raise staff awareness of disabilities issues whenever appropriate	School to seek advice from experts when necessary. Consider needs of specific pupils, both for school and off-site activities. Have face-to-face consultation with individual parents and children. Promote disability equality via: Staff meetings, PSHE lessons, Assemblies- Celebrating difference.	Teachers and SAs aware of issues. Detailed information and support available and passed on by staff.	ongoing	HD/RR
		Increased whole school awareness of catering for pupils with a disability	ongoing	HD/RR
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	School trips & residential visits are accessible for all pupils.	Class teachers/ EVC	WD
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo	HD/RR

To provide specialist equipment to promote participation in learning by all pupils.	To use Chadsgrove Outreach to provide guidance and equipment for children e.g. Specialist chairs in classroom, lunch hall, iPad loan, toilet frame in Reception.	Children are able to participate fully in daily school life as independently as possible.	Reviewed termly by SENDCo and Chadsgrove Outreach	HD/RR
Identify any barriers to participation for disabled pupils who join the school	Ensure transition arrangements include seeking advice from relevant support agencies.	Children will be able to access all areas of school life	When appropriate	HD/RR
To encourage the inclusion and integration of the children in the MAB.	Base children encouraged and supported to work alongside mainstream children and attend some mainstream lessons. Sometimes mainstream children work in The Base e.g. social skills group.	MAB children feel part of Meadows School. Mainstream children develop understanding and tolerance of others.	ongoing	TO
To encourage an awareness of sports for all.	Children encouraged to participate in disabled access sports e.g. Boccia etc.	All children feel included in sports. Children's awareness of disability in sport is raised.	ongoing	CL
CURRICULUM				
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Simplified language, signing, pictures, symbols, photographs, visual timetables, task management boards etc are used as appropriate.	Curriculum is fully accessible for all pupils.	Class teachers/ SENDCo	HD/RR
Increase confidence of all staff in adapting the curriculum for all learners.	Assign CPD for scaffolding, dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation	Raised staff confidence in strategies for differentiation and increased pupil participation	SENDCO	HD/RR

WRITTEN COMMUNICATION

To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	SH
To ensure that parents who are unable to attend school, because of a disability, can access events such as parents' evenings.	Staff to hold parents' evenings by phone or send home written information. Discuss arrangements if they wish to attend	Parents are informed of children's progress. Parents can attend events by being offered appropriate support	As needed	SH