

## Accessibility Plan

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

<b>Version:</b>	3.0
<b>Ratified by:</b>	Board of Trustees
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<b>Review date:</b>	March 2029 (every 4 years)

### Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.
3.0	27/02/2026	MO	<ul style="list-style-type: none"> <li>• Section 1 - Updated to explicitly include: Designated Specialist Provisions (DSPs), special schools and internal alternative provision.</li> <li>• Section 2: Added 2.2 to strengthen of Equality Act (2010) reasonable adjustments.</li> <li>• Section 3: Expanded Action Plan examples to include mobility, surface transitions and specialist vocational environments.</li> <li>• Appendix 2 Fully revised to reflect specialist accessibility and environmental standards, and to apply consistent assurance expectations across DSPs, special schools and internal alternative provision.</li> </ul>

# Accessibility Plan

## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan.....	4
4. Monitoring arrangements .....	7
5. Links with other policies .....	7
Appendix 1: Accessibility audit.....	8
Appendix 2: Specialist equipment checklist for schools with DSPs.....	10

## 1. Aims

- 1.1. This Accessibility Plan applies to all schools and provisions within The Mead Educational Trust, including mainstream schools, Designated Specialist Provisions (DSPs), special schools, and any internal alternative provision operated by the Trust.
- 1.2. 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 disabled pupils can participate in the curriculum
  - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
  - Improve the availability of accessible information to disabled pupils
  - The Trust recognises that pupils educated within DSPs, special schools and internal alternative provision often present with comparable levels of complexity, risk and need. As such, the Trust is committed to applying consistent expectations, standards and assurance arrangements across all such provisions.
- 1.3. 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.
- 1.4. Our values: Be Kind, Be Honest, Be Safe, Be Brave and Grow Together are the foundations for all we believe in and all we do as a school. Our highly personalised approach is designed intentionally to enable all pupils, their families and staff to shine.
- 1.5. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6. The school supports any available partnerships to develop and implement the plan.
- 1.7. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- 1.8. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

1.9. The plan will be made available online on the school website, and paper copies are available upon request.

## **2. Legislation and guidance**

- 2.1. 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](#).
- 2.2. In accordance with the Equality Act 2010, the Trust will make reasonable adjustments to remove or reduce any substantial disadvantage experienced by disabled pupils. This duty applies equally across all Trust provisions, including internal alternative provision.
- 2.3. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 2.4. 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.
- 2.5. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.6. This policy complies with our Funding Agreement and Articles of Association.

### 3. Action plan

3.1. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adaptive curriculum to meet the needs of all pupils.</p> <p>Personalised learning priorities are set for each pupil. These are reviewed and progress recorded every 3 weeks by classroom-based staff and every 6 weeks with senior leaders.</p> <p>An embedded Quality Assurance Framework provides regular analysis of pupil progress data to identify pupils not making expected levels of progress and those that require additional support.</p> <p>We are wholly committed to Total Communication to enable pupils to understand, communicate and engage in positive interactions and access learning.</p>	<p>Short: pupils' holistic needs are met.</p> <p>Medium: pupils engage in learning specific to their individual needs/priorities.</p> <p>Long: pupils make progress from their starting points and are well prepared for their futures.</p>	As our cohort changes, continue to develop and refine our curriculum offer and our pedagogy to ensure all pupils have access to personalised high-quality teaching and learning.	HS All teaching staff	Continuous to ensure we remain pro-active with a rapidly changing cohort	<p>Pupils make measurable progress from their starting points.</p> <p>Where additional support is provided, impact is discussed and recorded during 6 weekly pupil progress.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Netherhall Mead Academy is located at ground level only.</p> <p>The school was built with the access needs of current and future pupils at the forefront of its design.</p> <p>Environmental adaptations to meet pupils' needs include:</p> <ul style="list-style-type: none"> <li>• Additional corridor width</li> <li>• Disabled parking bays</li> <li>• Designated area for school buses to drop off/pick up pupils immediately outside of the school</li> <li>• Disabled toilets and changing facilities</li> <li>• Large classroom spaces with direct access to playground areas.</li> <li>• Ceiling hoists in key areas</li> </ul> <p>Our site team ensure external pathways, thresholds and surface transitions are suitable for pupils using mobility aids, with routine inspection and prioritised remediation where risk is identified.</p>	<p>School continues to be safe for pupils, staff and visitors.</p> <p>Incidences of behaviour that challenge are reduced.</p>	<p>Regular monitoring and maintenance of the school site, buildings and equipment to ensure the safety and well-being of all pupils, staff and visitors to the school.</p> <p>Continued identification of barriers to participation in wider curricula activities and where possible finding solutions to overcome these.</p>	<p>KO/BS</p> <p>SLT/Teachers and class teams</p>	<p>Continuous to ensure we remain pro-active with a rapidly changing cohort</p> <p>Continuous to ensure we remain pro-active with a rapidly changing cohort</p>	<p>H&amp;S compliance is 100%</p> <p>A demonstrable decrease in the number of behaviour incidents (CPOMS)</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a wide range of communication methods to ensure information is accessible. These include:</p> <ul style="list-style-type: none"> <li>• Total Communication environment including:</li> <li>• Internal signage and switches</li> <li>• Large print resources</li> <li>• Objects of reference</li> <li>• Signalong</li> </ul>	<p>All pupils have the means, reasons and resources to communicate effectively</p>	<p>We are wholly committed to Total Communication to enable all pupils to 'have a voice'.</p> <p>Ensuring consistency and further</p>	<p>AH/HW</p>	<p>Continuous to ensure we remain pro-active with a rapidly</p>	<p>The outcome of the school's robust Quality Assurance Framework demonstrates all pupils are able to</p>

	<ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• AAT devices e.g. iPads</li> <li>• Support from external professionals; VI, HI.</li> </ul>	Incidences of behaviour that challenge are reduced.	development work in this area is continuous at Netherhall Mead.		changing cohort	<p>communicate effectively.</p> <p>A demonstrable decrease in the number of behaviour incidents (CPOMS)</p>
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#### **4. Monitoring arrangements**

- 4.1. This document will be reviewed every three years, or sooner where changes in provision, pupil need or risk profile require.
- 4.2. It will be approved by the TMET Board of Trustees, and the Principal on behalf of the school
- 4.3. Specialist accessibility requirements for DSPs, special schools and internal alternative provision are set out in Appendix 2. Compliance with these standards, including completion of the specialist accessibility and environment checks, will be reviewed as part of Trust-wide quality assurance processes. Findings will be reported through governance, safeguarding and health and safety routes and will inform prioritisation of remedial action.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Vision and values document
- Health and Safety Policy
- Risk Assessment Policy
- SEND Information Report
- TMET Supporting Pupils with Medical Conditions and Administration of Medicine Policy
- Trust Quality Assurance Framework for DSPs and Specialist Provision.
- Communication policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys	Single storey building	Maintenance of a clean and tidy school, free from obstructions.	Site management team	ongoing
Corridor access	Corridors are wide with storage for bags, coats etc.	Ensure equipment does not block corridors or that corridors are used for storage.	Site management team	ongoing
Parking bays	Disabled parking bays are clearly identified at the front of the school.	Ensure these are used appropriately by visitors to the school and other users of the car park.	Site management team	ongoing
Entrances	Automatic front doors, enclosed lobby area	Routine maintenance every 6 months. Ensure doors are on correct settings at different times of the day as appropriate.	Site management team	ongoing
Toilets	All toilets have alarm cords. Disabled access.	Routine maintenance every month.	Site management team	ongoing
Hoists	Ceiling hoists installed in many teaching spaces and toilets	Routine maintenance to include 6 monthly LOLER testing.	Site management team	ongoing
Reception area	Fully accessible to wheelchair users	Ensure area remains clean, tidy and free from obstructions.	Site management team	ongoing
Internal signage	Emergency exits clearly labelled Pictorial signs used for all rooms	Routine maintenance on an annual basis.	Site management team Communication leader	ongoing
Ramps	Due to the flat nature of the site, only minimal ramping is required. There are ramps by the temporary mobile classrooms.	Ramps are to be maintained to safety standards and regularly inspected to ensure continued safety and accessibility.	Site management team	ongoing

Emergency escape routes	Clearly labelled. Evacuation procedures in place	Ensure escape routes remain clean, tidy and free from obstructions.	Site management team	ongoing
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## **Appendix 2: Accessibility and Environmental Standards for Specialist Provisions**

This appendix sets out the accessibility and environmental standards required for all Designated Specialist Provisions (DSPs), special schools within The Mead Educational Trust (including Netherhall Special School), and any internal alternative provision operated by Trust schools. These provisions support pupils with significant and complex needs and therefore require enhanced expectations relating to safety, accessibility, environment, equipment and Equality Act compliance.

Compliance with these standards forms part of Trust-wide quality assurance arrangements and will inform the prioritisation of any remedial actions identified.

### **1. General Internal and External Environment Checks**

1.1 Specialist settings must maintain an internal and external environment that is safe, developmentally appropriate, and aligned to the needs of their pupils. Environmental assurance should consider:

- Finger guards in place where required.
- Access control systems operational and appropriate to pupil need.
- Any CCTV systems are fully operational and clearly signposted.
- Radiators and hot pipes are protected and do not present a burn risk.
- Fixture, fittings & equipment are in a safe, secure and appropriate for the age, size and needs of user.
- Windows fitted with suitable opening restrictors.
- Play and outdoor equipment suitable for the development stage and physical needs of current users.

### **2. Mobility, Surface and Transition Safety**

2.1 Specialist settings often support pupils who use mobility aids, including wheelchairs, walkers and gait trainers. In line with Equality Act requirements, reasonable adjustments must ensure safe navigation of all areas. Consideration should be given to:

- Pathways, thresholds and surface transitions (including grass-to-path interfaces)
- Gradient, edging, tactile or visual markings and route contrast.
- Frequency of inspection and prompt remediation of uneven, degraded or temporary surfaces.

2.2 This is of particular importance within special school environments, where pupils may require close supervision and specialist equipment to move safely.

### **3. Specialist Curriculum and Vocational Areas**

3.1 Where specialist or vocational curriculum areas are delivered (e.g. hairdressing, construction and other practical or trade-based learning), settings must ensure that:

- Height-adjustable or adapted workstations, seating and access points where required.
- Accessible and adapted tools appropriate to pupils with physical, sensory or cognitive needs.

- Activity-specific risk assessments covering equipment, environment and supervision levels.
- Staff training to ensure industry-standard equipment is safely adapted and supervised for SEND learners.

#### **4. Risk Assessment Requirements**

4.1 Specialist settings must ensure that risk assessments are comprehensive, reflective of pupil need and reviewed at appropriate intervals. As a minimum, these must include:

- Classroom risk assessment
- Open / play area risk assessment
- Individual pupil risk assessment reflecting specific needs and reasonable adjustments
- Activity-specific risk assessments (e.g. cooking, construction, hairdressing, off-site learning)

#### **5. Perimeter, Security and Emergency Procedures**

5.1 Specialist environments must ensure that:

- Perimeter boundaries to play areas and buildings are secure and appropriate to the needs of current users.
- Evacuation and, where appropriate, invacuation procedures are in place, accessible, and practiced regularly.
- Emergency arrangements reflect the physical, sensory and medical needs of pupils accessing the provision.

#### **6. Internal Alternative Provision – Assurance Parity**

6.1 Internal alternative provision operated by Trust schools must meet the same standards of accessibility, safety and reasonable adjustment as DSPs and special schools. These settings will be incorporated into Trust-wide quality assurance cycles, ensuring consistent oversight of environment, equipment and risk across all specialist contexts.

#### **7. Quality Assurance and Review**

7.1 Compliance with the standards set out in this appendix will form part of Trust-wide specialist provision reviews. Findings will be reported through established governance, safeguarding and health and safety routes and will inform the prioritisation of any required remedial actions.