

## Accessibility Plan

Agreed with governors:

To be reviewed:

Every child at our school is recognised as a unique individual. We aim to foster a sense of curiosity about the world, developing children's ability to be brave enough to ask questions about the world around them. Children at London Meed are taught to embrace diversity in their community and the world, and appreciate people's differences.

We believe that effective partnerships between children, staff, governors, parents, carers, and the wider community are central to the success of our children.

### Aims

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in school, the school's complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

### Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The plan sets itself in the broader context of the school and its values and vision, structures and procedures.

## **Admission Arrangements**

Applications for admission to London Meed School and also to its Special Support Centre should be made via the West Sussex Local Education Authority. London Meed School does not discriminate against any child with regard to their special need/s or disability (with regard to the Equality Act 2010, Section 9.79 of the 2014 SEN Code of Practice and Schedule 27 of the 1996 Education Act). Please see our *Admissions Policy* on the school website. Parents and carers are welcome to arrange preliminary visits with the school.

## **Access Arrangements**

Some children require special access arrangements to be made because of their disability. This also includes visual, hearing or other impairment – or multi-sensory impairment. At London Meed school we are keen to take steps necessary to prevent pupils with a physical disability, who may require additional support to access all the opportunities available to them, being treated less favourably than other pupils. Access can be discussed and enhanced on a case by case basis.

## **Formal Curriculum**

Teaching and learning provision is modified to allow for different types of access that different children require. Teachers are expected to use their best endeavours to ensure that all pupils are able to access the taught curriculum in their classroom.

Access can be enhanced with multi-sensory presentation emphasising visual, auditory or other sensory experience.

Technology is also used to enhance teaching: all classrooms have interactive whiteboards, visualisers and access to cameras, iPads and other devices as required. Specialist technology has also been acquired in the past when necessary.

## **Informal Curriculum**

Pupils at London Meed Primary School have always been able to participate fully in the wide range of activities offered beyond the academic learning consistent with the limitations imposed by any disability. This has included;

- Outdoor Education
- Sports
- Music
- Clubs and activities

- Excursions and trips

Any special arrangements for play, recreation and other aspects of a child's social development are specifically planned for. Where appropriate these are incorporated into a child's special educational plan or other support plan.

## Provision Planning

This is to increase the extent to which disabled pupils can participate in the school curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria.
Improve the content in all curriculum offer to ensure accessibility	School curriculum is one year based, so is more easily adjusted to reflect all people in society, with adjustments made by teachers as necessary.	From Sept 2025	SLT	All teachers are able to articulate how planning for each topic specifically considers provision for accessibility
All educational visits to be accessible to every pupil.	All pupils to be assessed on a case by case basis. Additional Risk Assessment to be completed by class teacher and EVC as necessary. Additional support / provision to be put in place as necessary.	On-Going. Each trip reviewed by EVC	Class Teacher + EVC	All pupils offered access to educational visits and opportunities for a range of activities.
All staff to be aware of the needs of pupils with a disability, mobility difficulty or other medical conditions.	A central medical list is updated on a termly basis. It is shared with all staff. Individual plans for specific children are then shared with appropriate staff.	On-Going	SLT	All pupils are considered in all areas of planning and teaching
Increase confidence of all staff in differentiating the curriculum.	Integrated curriculum, with staff having freedom to adapt and change teaching to suit all learners.	On-Going	School Staff	All pupils are considered in all areas of planning and teaching

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Review PE curriculum to ensure PE accessible to all identified and specific needs.	Improve staff understanding and information on accessible PE and Disability sports.	As required	PE coordinator	Staff are confident and able to differentiate PE for all.
Ensure all staff have specific training on disability issues and how this impacts issues of accessibility	Coordinate training on specific issues, such as VI, HI, mental health, attachment or autistic disorder for individuals and or groups as required	On-Going	SENDCO	To develop staff knowledge of specific disabilities raising confidence of staff.
Improve use of specialist curriculum access resources across the school	Encourage cascade peer take-up of items such as software e.g. Clicker 6, Communicate in Print, voice recorders, writing slopes, task mats, graphic organisers, practical maths resources and high-low reading books.	Research items and purchase as and when required.	SENCO, SSC and SLT	Evidence the use of this equipment and track its use as a core offer in all classes.
Use ICT software to support learning appropriately	Make sure software installed and used where needed	As required	Computing Coordinator SENCo Teacher	Wider use of specialist resources in classrooms
Ensure that all children have daily access to OPAL, and periodic (every two years) access to Forest School	Regular reviews of OPAL equipment and its use. Use results to look at possible accessibility issues with any OPAL equipment. Risk assessments are taken before every Forest School session, including any potential accessibility issues.	Ongoing	OPAL lead Forest School lead	All children have the opportunity to use any piece of OPAL equipment. All children can take part in Forest School.

## Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

London Meed School is committed to ensuring the greatest access that we can for all children in our care. We will use our best endeavours to promote accessibility as and when the need arises. The current accessibility of school is as follows:

Area of Building	Accessibility opportunities
School Site Entrance from Chanctonbury Road	Accessible for people using a wheelchair or with mobility difficulties
KS1 Pathway from Holmesdale Road	Not Accessible for people using a wheelchair. Potentially hazardous for those with mobility and/or visual difficulties. Access is recommended from Chanctonbury Road.
Car Parking	Reserved 'Blue Badge' parking bays in car park
School Building Main Entrance	Entry is accessible for people using a wheelchair or with mobility, visual and hearing difficulties. Silver 'release' button is at a height to prevent children pushing it, but this means it is too high for wheelchair users; a member of staff is always on hand in the office to remotely open the door.
School Office	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
School Leader offices (Head/ Acting Deputy Head)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
Large School Hall (PE, Lunch, assemblies & performances)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
Small School Hall (PE & Assembly KS1)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
Classrooms KS2	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
Classrooms KS1	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
The Orchard areas ( Reception Year)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties

Playground KS1	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
Playground KS2	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
KS2 Playground Field	Accessibility for people using a wheelchair is variable depending on weather and condition of the ground. Potentially hazardous for those with mobility, visual and hearing difficulties
Toilets	Two wheelchair accessible toilets are available
Other teaching spaces	Less frequently used teaching spaces may have different accessibility opportunities but these will be considered if they are to be used.

**Provision Planning** for improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Target	Strategies	Time-scale	Responsibility	Success Criteria.
The school is aware of the access needs of disabled pupils, staff, governors, parents, carers and visitors	Put out a disability access questionnaire	Summer 2026	SLT	School has feedback record of any accessibility issues raised
To ensure the school environment is monitored for accessibility	On-going audit of the school building environment.	Summer Term 2026	Premises Officer & SENCO	To produce an audit of school environment. To make adjustments or changes according to the audit outcome.

## Improving the availability of accessible information to disabled pupils

London Meed School is committed to ensuring that information is available and accessible to disabled pupils and their parents and carers. The school currently makes a number of special provisions, available to all families.

- We provide paper copies of all communications including the Newsletter, where requested, to parents and carers of pupils with a visual impairment or otherwise.
- Staff in the school office support and help parents and carers to access information and complete school forms.

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- All pupil plans are written in 'simple' English.
- Some school signing is produced in English and other languages or with visual support.
- Information available on the website
- **Provision Planning** for improving the availability of accessible information to disabled pupils

Target	Strategies	Time-scale	Responsibility	Success Criteria.
Improve the delivery of information in writing in an appropriate format	Continue to provide paper copies of all communications including the Newsletter. Staff in the school office support and help parents and carers to access information and complete school forms.	Current and on-going.	School Office SENDCO	All parents and carers receive information in a form that they can access.
Individual Plans to be as accessible as possible.	Produce Pupil Plans in 'simple' English which are easy to access for both pupils and parents and carers.	Current and on-going.	SENDCO	Feedback from parents and carers and pupils on the clarity of pupil plans. Are they easy to understand and, consequently, user-friendly?
Signs and labels to include images and languages other than English to be visible in school	Ensure that visual schedules, signs and other devices are used in classrooms. Promote some use of other languages in signage and labels.	Current and on-going.	All school staff	All classrooms and display boards include some of the requirements
Review information to parents and carers to ensure it is accessible.	Expand provision of information on the website in 'simple' English. Expand provision of 'mobile friendly' information on the school website	Current and on-going.	School Office	All parents and carers receive information in a form that they can access.

Linked policies:

- *SEN Policy*
- *SEN Information Report*
- *Managing Medicines in School Policy*
- *Child Protection Policy*
- *Anti-Bullying Policy*
- *Good Behaviour Policy*
- *Admissions Policy*
- *Attendance Policy*
- *Assessment Policy*
- *Complaints Policy*
- *Pupil Premium Report*

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body and the headteacher.

It will be approved by the governing body and the headteacher.

At London Meed the designated Lead member of Staff with responsibility for ensuring Accessibility is the SENDCO.

The SENDCO can be contacted via the school office on 01444 232336.

The SENDCO has achieved the required qualification for a SENCo, the National Award for Special Educational Needs.

SENDCO is also Inclusion Manager and a member of the Leadership Team at London Meed School.

There is a school governor with special responsibility for Accessibility. Their name is ????????????

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on every three years.