Swale ACADEMIES TRUST

Meopham School

Accessibility Plan

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management	
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Responsible For:	SENDCO

Contents

1. Aims 3
2. Legislation and guidance 3
3. Action plan 4
4. Monitoring arrangements 8
5. Links with other policies 8

1. 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 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

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.

We are committed to providing an accessible environment, in which pupils, staff, parents and visitors are valued regardless of their education, physical, sensory, social, emotional and cultural needs. We will challenge negative attitudes about disability and accessibility, and strive to develop an inclusive culture of awareness and tolerance.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the 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 pupils, parents, staff and governors of the school.

2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils through the use of our RAG system, giving all pupils independence when choosing their pathways • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability	To increase the awareness of staff of equality issues and to ensure that all staff are provided with training on disability issues	Continue to provide CPD to all staff (including support staff) to raise awareness SLT/ SENDCO to carry out lesson observations focusing on staff meeting needs pupils with additional needs using Learning Walk Criteria	SENDCO (overseen by SLT) SENDCO and SLT	Ongoing Ongoing	All staff will feel confident in their knowledge of equality issues and will feel able to promote equality and staff training is undertaken and feedback from staff training reflects increased knowledge of strategies All staff are aware of the success criteria for the learning walk pro forma and are able to apply it to support their pupils.

	• Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Staff have access to strategies to use in classrooms to support pupils with additional needs • Staff are provided with CPD sessions to increase their confidence when working with pupils with additional needs • Autism SRP means that school can offer in-reach support to pupils and also specialist support for staff for autistic pupils	To continue to develop explicit tracking of SEND achievement, feeding it back to teachers. To review patterns of participation for children with SEND To improve Parent Voice for parents of children with SEND	Achievement tracker to be placed in shared drive alongside provision/personalised plans. Progress and attainment data is scrutinised with any barriers being addressed. Carry out curriculum questionnaires with staff e.g. P.E. teachers to review patterns of participation across the curriculum. Analyse extended school provision to ensure participation for children with SEND. Establish and run SEND parent forums after school once a term including parent surveys. To ensure that all pupils with SEND are involved in reviews	SENDCO (overseen by SLT) SENDCO Head of the Windmill and SENDCO SENDCO (overseen by SLT)	Ongoing Ongoing Ongoing Ongoing Ongoing	All staff are aware of the progress that their SEND pupils are making. Analysis shows that all clubs and interventions are accessible and have a full range of different groups of children. Take up increases each time. Survey results are collated and

		For pupil voice to be evident	of provision/ personalised plans. Support is given where pupils may find it challenging to communicate and alternative methods are offered if required.	SENDCO	Ongoing	analysed. Take up increases each time. Pupils with SEND feel that they are being heard and have a say in their support and provision. Reviewed 3 times a year with pupils and families.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Lift ● Disabled parking bays ● Disabled toilets and changing facilities ● Adjustable table in Science lab	Highlight accessibility to staff Maintaining access to the physical environment of the school, adding specialist	Train staff on accessibility in staff meetings and CPD Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.	SENDCO Premises staff and SLT	Ongoing Ongoing	Staff know how and where to access resources that will help particular children - e.g. coloured paper for visual stress. Clear, well displayed signage is available and the school is accessible for all. The school

	● Adjustable hob in Catering Room ● Overlays ● Laptops ● Writing Slopes ● Wobble cushions ● Adjustable lighting	facilities/physical aids as necessary	.			looks well-cared for.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Pictorial or symbolic representations ● Social Stories	Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. The SEND Governor and SENCO will update the audit of accessibility annually and keep it under review through monitoring and evaluation process.	Audit teaching materials, textbooks and other information in alternative formats SEND Governor and SENCO will update this audit of accessibility annually.	SENDCO SEND Governor and SENDCO	Ongoing Ongoing	Different, preferred formats will be made available according to need Accessibility plan is regularly reviewed and updated.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy