Bright Futures

Ash Meadow Accessibility Plan for 2025 – 2028

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Reviewed by: Andrew Earl and Michele Pitt
Approval Status: Approved
Approved by: Governing Body

1. Aims

The aims of this Accessibility Plan are to ensure that Ash Meadow school continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The plan will aim to achieve the following core objectives:

- Increase participation in the curriculum. We will be proactive to remove barriers that may prevent a pupil from fully engaging in learning activities within the school setting or wider school life. We will adapt our teaching methods to provide person centred support.
- Improve the physical environment of the school. This will focus on making the physical space more accessible to those with disabilities.
- Improve the availability and accessibility of information for pupils, staff, parents/carers and visitors with disabilities, ensuring alternative formats and tools are available where needed.

Ash Meadow school is a specialist independent setting that support pupils with special educational needs and disabilities. We are committed to the fair and equal treatment of all individuals. We will continuously work towards improving access to the physical environment, to the curriculum and to the provision of information. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010). At Ash Meadow school, we take pride in adapting environments, providing resources and ensuring our team is equipped with the right knowledge and skills, to ensure our pupils thrive.

Ash Meadow is equipped for 35 pupils over a space six classrooms that are over two floors. Each classroom is designed to support the needs of each cohort and differentiate dependent on the class. In September 2025, an additional school building will open holding a further 8 classrooms across two floors. We aim to mirror many concepts set out at Ash Meadow school with additional resources such as library areas and home economics kitchen.

2. Legislation and guidance

This plan 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. It also reflects the statutory obligations outlined in the SEND Code of Practise (2015)

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, the terms are defined as:

- 'Long-term' is defined as 'a year or more'
- 'Substantial' is defined as 'more than minor or trivial'.

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Schools are required to make 'reasonable adjustments' for those with disabilities to ensure they are not placed at a substantial disadvantage. This can include:

- The provision of an auxiliary aid, resources or technology.
- Adjustment to teaching methods and the physical environment.
- Providing alternative formats of communication and information.

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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	Curriculum progress is tracked for all pupils, including those with a disability. Each pupil's targets are reflected from EHCP objectives and incorporated into the pupils individualised IEP's. All targets are monitored and reviewed during the annual review process. The curriculum is reviewed to ensure it meets the needs of all pupils	To create a shared understanding of inclusive learning and teaching To increase the use of inclusive learning and teaching strategies	Training/discussion at Middle Leaders meeting Produce 'Habits of an inclusive classroom' framework to support Inspirational Classrooms Core Habits are implemented Climate walks to audit current status	Headteacher	Ongoing	Engagement of stakeholders Ready for consultation Strategies embedded in school practice Baseline data collected and analysed
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as	From consultation with stakeholders, when designing	Safe play areas. Easier access to play areas. Access is across the site.			Safe play areas. Easier access to play areas.

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	required. This includes: • Ramps • Corridor width • Disabled parking bays are available at the main. • Disabled toilets and changing facilities • Bookshelves at wheelchair-accessible height in the classroom.	the layout of our extended site (Elmfields), we will: Ensure handrails up the stairs are painted in a contrasting colour to support those with visual impairment. Ensure doorframes or doors around the school are painted a contracting colour so they are easy to differentiate. Include any Astro turfed area for break/PE to support safe movement of pupils by removing uneven ground.	Add walkways across the grass to the evacuation point area.			Access is across the site.

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		Playgrounds will have easy access. The building will have a disabled parking area at the front so access to the premises is open to all. Easy access to play areas. Access is across the site				
Ensure existing and new staff joining the school have the knowledge and understanding to support SEND pupils.	In depth induction training prior to starting in school Yearly planned training covers quality CPD on ASD, PDA, Anxiety etc Provide needs led training based on each pupil's diagnosis, for	Continuous training for staff identified based on the needs of all new pupils. New Healthcare plans written when required	Increase training for staff for individual pupils	School business manager	Ongoing	Pupils remain safeguarded and understood by all staff

| | example, Epilepsy, attachment etc.

Care plans followed to support medical conditions | | | | | |
|---|---|---|---|---|---|---|
| Support a pupil with EAL and ensure a clear progressive programme is developed to maximise acquisition of English | Programme of staff induction and training to include strategies to differentiate, develop vocabulary and an awareness of cultural diversity | When there are pupils on site, they are able to understand a programme to assist with their learning of the English language | Attend dedicated training for EAL pupils when language is identified

Use trauma informed practice if required | Teachers | Ongoing | Pupils learn English which is adapted to their understanding |
| Audit of site with focus on those with a physical disability. | Site audit to be carried out by the school business manager alongside company Maintenance Manager | Ensure the premises is fit for purpose and safe for those needing wheelchair access | Pathway to be created to fire designation point for wheelchair access across the garden | School business manager | Ongoing | Pathway to designation point |
| Maintenance of safe corridors and fire escapes | School business manager to complete daily environmental walks looking at all H&S matters | Ensure safe environment and premises | Identify any issues and report to caretaker / Maintenance team | Headteacher | Ongoing | Premises remains safe at all times for pupils |

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	and reinforcing safety, tidiness, to staff.				
Design, implementation plan and resources for new building identified and shared	We will ensure those with disabilities can access the setting and will provide accessible toilets, lifts to access the 2nd and 3rd floor, environments for our pupils to access quiet calming time. From consultation with stakeholders, we will design a uniformed environment throughout the school, that will support pupils transitioning. To do this, we will: Ensure all décor throughout communal areas is uniformed, with				

	doors/door frames being painted a contrasting colour. All pupil areas, will be decorated in a uniformed colour, again with doorframes/doors being a contrasting colour.					

4. Monitoring arrangements

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

It will be approved by the Bright Futures governance team.

5. Links with other policies

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

- Risk Assessment policy
- Health and Safety policy
- Special Educational needs and disability policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Teaching & Learning policy
- EAL policy
- Equality, Diversity and Inclusions policy

Appendix 1: Accessibility Audit

Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				
	Are Pathways and routes logical and well signed?				
	Do you have emergency and evacuation procedures for specific pupils with a disability?				All pupils who are identified to require support when leaving the building have a PEEP.
	Is appropriate furniture and equipment provided to meet the needs of individual?				All tables at appropriate height for individual pupils. Specific chairs have been provided for staff who require support with posture.
	Do furniture layouts allow easy				Large classrooms and a small number of pupils ensures easy movement around the environment.

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	movement for those with disabilities?				Staff teams are encouraged to keep walkways clear from obstructions.
	Are quiet rooms/safe spaces available to children who need this facility?				Specific areas around the setting have been designed to support areas for pupils to have quiet times, access sensory circuits and opportunity to relax.
	Are car park spaces reserved for disabled people near the main entrance?				2 x disabled car park spaces available
	Are there barriers to easy movement around the site and to the main entrance?				All disabled people can access the school. There are steps up to the first floor.
	Are steps needed for access to the main entrance?				Same level access to school through the main entrance

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	Do all those steps have a contrasting colour edging?				All steps have visibility strips for visual impaired people
	If there are steps, is a ramp provided to access the main entrance?				N/A
	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				There are handrails up the stairs to the first floor
	Is it possible for a wheelchair user to get through the principal door unaided?				All doors are built wide enough for wheelchair access.
	If no is an alternative, is wheelchair accessible				N/A

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	entrance provided?			
	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			
	Do all internal doors allow a wheelchair user to get through unaided?			All access available on the ground floor. No access to the first floor currently
	Do all corridors have a clear unobstructed width of 1.2m?			
	Does each building have a wheelchair accessible toilet?			There are 4 toilets with disabled access downstairs
	Does the relevant building have accessible			There is a wet room in the medical room

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	changing rooms/shower facilities?	■		
	If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?		■		Visibility strips are fluorescent yellow only on the main stairs
	Is there a continuous handrail on each internal stair flight and landing?		■		Handrail needs painting a contrasting colour
	Does the school have a lift that can be used by wheelchair users?			■	No lift on site
	Do you have any sort of mechanical means provided to move between			■	None

	floors? If yes, please state			 	
	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	 			
	Are non-visual guides used to assist people to use the buildings?			 	
	Could any of the décor be confusing or disorientating for those with disabilities?		 		All door frames or doors around the setting require painting a contrasting colour to distinguish a change of room, for those with visual impairments.
	Is a hearing induction loop available (either fixed or portable) in the school?			 	Staff member with hearing impairment, hearing induction loop to be explored.
	Do emergency alarm systems cater for those			 	Staff member with hearing impairment – visual alarms to be explored.

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		Green	Amber	Red	
	with hearing impairment? (Eg, flashing light)			🟥	

1. Learning Access					
Item	Issue	Green	Amber	Red	Comments
	Do you provide disability awareness training to enable all staff to understand recognise disability issues?	🟩			Ongoing CPD training Individual healthcare plan training delivered if required (eg, Epilepsy / Allergy response) Needs led training approach, staff members are trained to individual needs.
	Do you have arrangements for teachers and learning mentors to have the necessary training to teach and support children with disabilities if required?	🟩			
	Do all staff seek to remove	🟩			

	all barriers to learning and participation?				
	Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress?				Individual bespoke curriculum tailored to needs of the pupils.
	Are all children and young people encouraged to take part in music, drama and physical activities?				Sports Lead ensures all pupils access physical activities Lunchtime activities in the garden include physical play Music and Drama leads ensure curriculum is followed
	Do staff provide alternative ways of giving access to experience or understanding for children and young				All sports are adapted to individual needs

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	people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				
	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?				All teachers work within the framework to ensure that pupils follow at their pace and in their individual way
	Are all staff encouraged to recognise and allow for the additional time required by				

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	some pupils with disabilities to use equipment in practical work?			
	Do you provide access to appropriate technology for those with disabilities?			
	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?			
	Do you ensure that all school staff are familiar with technology and practices developed to assist people			

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Item	Issue	Green	Amber	Red	Comments
	with disabilities?				
2. Information Access					
Item	**Issue**	**Green**	**Amber**	**Red**	**Comments**
	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed format?				
	Do you have the facilities such as ICT to produce written information in				Boardmaker is used to produce symbols Google Translate for EAL children to translate information

	different formats?				