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## Ash Meadow Accessibility Plan for 2025 - 2028

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## 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 students, 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 student 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 students, 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 students 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 students thrive.

Ash Meadow is equipped for 89 students over its two campuses, Maple Fields and Elm Fields. Maple Fields campus spaces six classrooms that are over two floors, whilst Elm Fields is the larger campus and has three buildings, the main building being over three floors. Each classroom is designed to support the needs of each cohort and differentiate dependent on the class. 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.



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

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to the physical environment	<p>as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays are available at the main.</li> <li>• Disabled toilets and changing facilities</li> <li>• Bookshelves at wheelchair-accessible height in the classroom.</li> </ul>	<p>when designing the layout of Elmfields, we will:</p> <p>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 contrasting colour so they are easy to differentiate.</p> <p>Include any Astro turfing area for break/PE to support safe movement of students by removing uneven ground.</p>	<p>areas. Access is across the site.</p> <p>Add walkways across the grass to the evacuation point area.</p>			Access is across the site.
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		<p>Playgrounds will have easy access.</p> <p>The building will have a disabled parking area at the front so access to the premises is open to all.</p> <p>Easy access to play areas.</p> <p>Access is across the site</p>				
<p>Ensure existing and new staff joining the school have the knowledge and understanding to support SEND students.</p>	<p>In depth induction training prior to starting in school</p> <p>Yearly planned training covers quality CPD on ASD, PDA, Anxiety etc</p> <p>Provide needs led training based on each student's diagnosis, for</p>	<p>Continuous training for staff identified based on the needs of all new students.</p> <p>New Healthcare plans written when required</p>	<p>Increase training for staff for individual students</p>	<p>School business manager</p>	<p>Ongoing</p>	<p>Students remain safeguarded and understood by all staff</p>

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	example, Epilepsy, attachment etc.  Care plans followed to support medical conditions					
Support a student 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 students on site, they are able to understand a programme to assist with their learning of the English language	Attend dedicated training for EAL students when language is identified  Use trauma informed practice if required	Teachers	Ongoing	Students 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 students

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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 2 <sup>nd</sup> and 3 <sup>rd</sup> floor, environments for our students to access quiet calming time. From consultation with stakeholders, we will design a uniformed environment throughout the school, that will support students transitioning. To do this, we will: Ensure all décor throughout communal areas is uniformed, with					

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	doors/door frames being painted a contrasting colour. All student areas, will be decorated in a uniformed colour, again with doorframes/doors being a contrasting colour.					
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#### **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 students with medical conditions policy
- Behaviour policy
- Teaching & Learning policy
- EAL policy
- Equality, Diversity and Inclusions policy



## Appendix 1: Accessibility Audit – Elm Fields Campus

Item	Issue	Green	Amber	Red	Comments
1	Is furniture and equipment selected, adjusted and located appropriately?				
	Are Pathways and routes logical and well signed?				Lacking signage for clear directions of main building.
	Do you have emergency and evacuation procedures for specific students with a disability?				
	Is appropriate furniture and equipment provided to meet the needs of individual?				

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	Do furniture layouts allow easy movement for those with disabilities?				
	Are quiet rooms/safe spaces available to children who need this facility?				
	Are car park spaces reserved for disabled people near the main entrance?				2 Disability spaces available, located next to the disability access.
	Are there barriers to easy movement around the site and to the main entrance?				<p>Various areas of the building would be difficult –</p> <ul style="list-style-type: none"> <li>• Corridors on 1<sup>st</sup> and 2<sup>nd</sup> floor are narrower, making the manoeuvring around a corner quite hard.</li> <li>• Ramp into the annexe is quite steep, someone may struggle to pull heavy door open, pull themselves up the ramp and into the building on an angel.</li> </ul>
	Are steps needed for				

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	access to the main entrance?				
	Do all those steps have a contrasting colour edging?				Interior do, however exterior don't.
	If there are steps, is a ramp provided to access the main entrance?				Not Applicable
	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				
	Is it possible for a wheelchair user to get through the principal door unaided?				
	If no is an alternative, is				Not Applicable

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	wheelchair accessible 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?				Main building floors 1 and 2 – door opening may cause struggles. Annexe frames will be a squeeze.
	Do all corridors have a clear unobstructed width of 1.2m?				Areas on 1 <sup>st</sup> & 2 <sup>nd</sup> floor of main building measure at: 1 <sup>st</sup> – 2 <sup>nd</sup> – Annexe Corridor measures at:
	Does each building have a wheelchair accessible toilet?				
	Does the relevant				

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	building have accessible changing rooms/shower facilities?				
	If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?				
	Is there a continuous handrail on each internal stair flight and landing?				
	Does the school have a lift that can be used by wheelchair users?				
	Do you have any sort of mechanical means provided to				None

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	move between 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?				Not the front main entrance
	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?				
	Is a hearing induction loop available (either fixed or portable) in the school?				
	Do emergency alarm systems				

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	cater for those with hearing impairment? (Eg, flashing light)				
<b>1. Learning Access</b>					
Item	Issue	Green	Amber	Red	Comments
	Do you provide disability awareness training to enable all staff to understand recognise disability issues?				
	Do you have arrangements for teachers and learning mentors to have the necessary training to teach and support children with disabilities if required?				

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	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?				
	Are all children and young people encouraged to take part in music, drama and physical activities?				
	Do staff provide alternative ways of giving access to experience or understanding				

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	for children and young 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?				
	Are all staff encouraged to recognise and allow for the				

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	additional time required by some students 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				

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	assist people with disabilities?				
<b>2. Information Access</b>					
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 students and prospective students who may have difficulty with standard forms of printed format?				
	Do you have the facilities such as ICT to produce written information in				

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	different formats?				
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### Appendix 1: Accessibility Audit – Maple Fields Campus

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 students with a disability?				Yes. PEEPS in place for those who have been identified as requiring one. Reviewed yearly to ensure information remains relevant.
	Is appropriate furniture and equipment provided to meet the				All tables at appropriate height for individual students. Height adjustable tables available where required.

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	needs of individual students?				
	Do furniture layouts allow easy movement for students with disabilities?				Large classrooms and a small number of students ensures there is easy movement
	Are quiet rooms/safe spaces available to children who need this facility?				Breakout spaces, and dark dens available throughout.
	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				Ground floor accessible site wide. No lifts, so first floor inaccessible to those with a physical disability who cannot use stairs. Currently no students attend that require first level wheelchair access.

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	main entrance?				
	Are steps needed for access to the main entrance?				Same level access to school through the main entrance
	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?				Post 16 building has a step. Portable ramp available for those that require wheelchair access.
	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				All main doors are built wide enough for wheelchair access

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	principal door unaided?				
	If no is an alternative, is wheelchair accessible entrance provided?				N/A
	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				There are 4 toilets with disabled access downstairs

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	accessible toilet?				
	Does the relevant building have accessible changing rooms/shower facilities?				There is a wet room in the downstairs disabled toilet, this also has a seat, handrails and changing facilities.
	If the school is on more than one level, do the internal steps/stairs have contrast colour edgings?				
	Is there a continuous handrail on each internal stair flight and landing?				
	Does the school have a lift that can be used by wheelchair users?				No lift on site

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	Do you have any sort of mechanical means provided to move between floors? If yes, please state				None
	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?				Not currently, one visually impaired student currently accesses the site (reduced visibility in some fields of vision – ongoing assessments with this). Student has a high staffing ratio, meaning they never need to navigate the building alone.
	Could any of the décor be confusing or disorientating for students with disabilities?				All glass has differentiation spots on them to ensure no students walk into them unexpectedly  All classrooms are plain in colour to avoid disorientation
	Is a hearing induction loop				Currently not needed. Would install if required

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	available (either fixed or portable) in the school?				
	Do emergency alarm systems cater for those with hearing impairment? (Eg, flashing light)				Would be installed if required. Fire Brigade passed the building as compliant
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)
	Do you have arrangements for teachers and learning mentors to have the necessary				Inhouse company Medication / First Aid / Safeguarding trainer

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	training to teach and support children with disabilities if required?				
	Do all staff seek to remove all barriers to learning and participation?				Adapted curriculums and lessons for all students.
	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 student
	Are all children and young people encouraged to take part in music, drama and physical activities?				Sports Lead ensures all students access physical activities Lunchtime activities in the garden include physical play Music and Drama leads ensure curriculum is followed

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	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?				All sports are adapted to individual needs
	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to				All teachers work within the framework to ensure that students follow at their pace and in their individual way

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	be fully included in the curriculum?				
	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?				
	Do you provide access to appropriate technology for those with disabilities?				LAMP devices, sound buttons etc.
	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?				DofE and other off site activities open to all students, able to engage at a level appropriate to them.

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	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				
<b>2. Information Access</b>					
<b>Item</b>	<b>Issue</b>	<b>Green</b>	<b>Amber</b>	<b>Red</b>	<b>Comments</b>
	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for				

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	students and prospective students who may have difficulty with standard forms of printed format?				
	Do you have the facilities such as ICT to produce written information in different formats?				Boardmaker is used to produce symbols Google Translate for EAL children to translate information

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