



MEADOW PARK SCHOOL

Accessibility plan 2025/26

Approved by:	LGB	Date: November 2025
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Last reviewed on:	November 2025
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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 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.

Everything that we do as a school helps us to ensure that we are:

Nurturing Excellence

Every member of our community is an individual. By providing a world class education, and treating all with kindness and respect, we create a deep-rooted culture where everyone continually strives for their very best with resilience, determination and integrity

Growing Aspiration

Our students are taught that the only limit to future is their own ambition. By creating opportunity, removing barriers and instilling belief, students are supported and challenged to achieve.

Thriving Together

With pride, aspiration and the qualifications to succeed, our students will play active roles in our community and take a leading role in being a global citizen of the 21st Century – not only within Coventry, but nationally and internationally.

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.

- Finham Park MAT
- Coventry Council's Equal Opportunities Policy
- Coventry Council's Disability Equality Scheme
- Health and Safety Requirements

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 the school's Governing Body, students and staff at Meadow Park School. The plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community. Progress of the identified priorities will be monitored and evaluated to help identify further areas for development.

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 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.

3. Action plan

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

AREA	TARGETS	STRATEGY	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increasing the extent to which disabled pupils can participate in the school's curriculum	Students with a disability have an Educational Health Care Plan. These plans are reviewed annually and include guidance to staff on how resources may need to be adapted to suit the child's needs.	Maintain use of EHCPs in school as required. Including application for a new EHCPs as required.	Director of Inclusion	Ongoing	EHCPs are in place where appropriate and successfully reviewed. Students are well supported.
	Curriculum progress is tracked for all students including those with disabilities.	Ensure progress by all students is tracked in all subjects.	Subject Leaders	Termly Progress Checks	Students show progression through increased knowledge.
	The curriculum is reviewed by the school subject leaders working alongside their counterparts in the other Trust schools to ensure it meets the need of all students.	Ensure the curriculum in each subject is appropriate for all students	Subject Leaders	Annual Review of Curriculum	The curriculum is appropriate for all students
	Appropriate targets are set for all students.	Ensure students are aware of feedback given for improvement (this could be verbally as a result of an assessment or marking)	Curriculum leaders	Ongoing	Students are able to make appropriate progress based on targets set.

AREA	TARGETS	STRATEGY	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
	Students identified needing a provision which is above or additional to that of their peers are identified and recorded appropriately on the register with an appropriate student profile and plan created in collaboration with themselves and home.	Ensure SMART targets are set and appropriate interventions or support are provided for students as identified by their needs.	Director Of Inclusion / SEND Manager	Ongoing	Students on the SEN register are making progress and targets are reviewed regularly with key stakeholders.
	Staff CPD carefully planned as a reflection of the needs presented in the school to support students	Ensure CPD to improve awareness and skills of relevant staff on specific disabilities and strategies for success.	Director Of Inclusion /AH - T&L/AH - INCLUSION	Ongoing	Students are taught alongside their peers with adaptive teaching to meet their needs.
	Accurate medical register with consideration of any additional provisions needed to ensure all students have access to a broad and balanced curriculum	Ensure health care plans are relevant and consideration (if appropriate) is taken to the curriculum to ensure they fulfill their potential.	Physical & Mental Health & Curriculum Leads	Ongoing	Students have access to a broad and balanced curriculum with any additional provision catered for.

AREA	TARGETS	STRATEGY	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets 	<p>Monitor and evaluate current provision, ensure appropriate maintenance and accessibility in all weathers and circumstances.</p> <p>Maintenance and appropriate training for staff to use the EvacChair if needed.</p>	Operations Manager /Site Team Manager	Ongoing	Students have safe access around the school site.
	Accurate and regular reviewed risk assessments for those who need adaptations	Ensure safety of staff and students who require additional provision or access.	Operations Manager (staff) Physical & Mental Health Lead / Curriculum Leads / Safeguarding TEAM (student)	Ongoing	Accurate snapshot in risk assessment, with identified risks acknowledged and reduced to improve accessibility.

AREA	TARGETS	STRATEGY	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
	<p>Continue to review and improve access to buildings, classroom and corridors.</p> <p>Make best use of opportunities to improve layout/design/access</p>	Discussions of renovations to consider physical access for all.	Operations Manager /Site Team Manager Headteacher	<p>Ongoing</p> <p>Annual review undertaken through site development plan</p>	Renovations completed with inclusive values to improve accessibility for all.
Improving the admissions process of pupils with a disability	Continue/build on induction process of students with disabilities.	Collecting and sharing of appropriate information before student starts. An appropriate assessment of need and consideration of provision.	Director of Inclusion / Physical & Mental Health Lead	Ongoing/as required	Students settle quicker as appropriate information is shared and provision is considered ahead of their transition period.
		SEND team to play an active part in the transition for students across the key stages (KS2 to KS3, KS3 to KS4 and KS4 to KS5). Sharing appropriate information and being active in induction meetings with appropriate stakeholders	SEND Manager / Director Of Inclusion	Ongoing	

AREA	TARGETS	STRATEGY	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled	Coloured overlays and coloured page exercise book are to be provided for students suffering from visual stress.	Ensure students continued to be monitored for visual stress and provide appropriate resources.	SEND Manager / Director Of Inclusion	Ongoing	Students experiencing visual stress are provided with the resources they need and the stress is reduced.
	Use of ATT (eg laptop use or reader pen) or other strategies to support students' progress is regularly reviewed and actioned. Consideration of large print, revised texts, braille documents, hearing loops and specialist classroom resources.	Ensure barriers to learning are reduced to support the learning of all students.	SEND Manager / Director Of Inclusion	Ongoing	Students experiencing barriers to learning are identified and supported with appropriate strategies
	Develop assessments of SEND needs for EAL students.	Ensure EAL students are appropriately supported and if there is an underlying SEND need it is flagged, investigated and supported using external agencies if appropriate	EAL LEAD/ SEND Manager	Ongoing	Students fulfill their potential with appropriate barriers reduced.
	Improve communication to parents/carers and the wider community by providing accessible formats when requested.	Consideration of large print, revised texts, braille documents, hearing loops and specialist classroom/community space resources.	HEADS PA /Director of Inclusion	Ongoing	Students fulfill their potential with parent/carers understanding the provision available to all.

AREA	TARGETS	STRATEGY	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improving the provision and school experience for pupils with a disability	Students identified on the SEND register and parental voice to be collected, reviewed and actioned (if/when appropriate)	Consultation meetings/surveys with stakeholders to ensure their views are understood and incorporated	SEND Manager / Director Of Inclusion Curriculum Leads TRUST DEPUTY – Q&L	Ongoing	Students who attend Meadow Park School have a good offer and good experience. Any concerns are identified and acted upon. Success is celebrated.
	Students with SEND are a focus group for KPI and extra-curricular activities	Regular data analysis to ensure students are taking part in extra-curricular, attending and receiving recognition for their efforts.	Director Of Inclusion Curriculum Leads AH - INCLUSION	Ongoing	
Ensuring a robust system for consideration of examination access arrangements for pupils with a disability	Identify students with specific needs to ensure equality of opportunity when entering exams, through formal assessment of needs and application through the examination boards.	Provision of appropriate support (for example extra time, use of a laptop/scribe, reader time or/another appropriate provision to ensure students succeed and fulfill their full potential.	Director of Inclusion /SEND Manager	Ongoing – Annually once fully assessed	Students are examined using their usual work of working and have a reduction in possible barriers of success.

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 (Finham Park MAT) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy