



Accessibility Plan

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

1. Vision Statement

At Meadow School, we envision a future where every learner, regardless of their individual challenges, is empowered to achieve their fullest potential. Through a nurturing, safe, and supportive environment, we strive to inspire confidence, independence, and lifelong learning. This action plan sets out practical steps to remove barriers, provide targeted support, and ensure equal access to education for all our learners.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum	Ensure lessons are accessible for all learners.	Resources tailored to the needs of learners who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Small class sizes with a teaching assistant in all classes.	Class Teachers, SLT, Assistant Principal – Curriculum and Education	Review Autumn 2026	Lesson observations show use of Learner progress data improves. QA cycles including lesson observations.

		The curriculum is reviewed to ensure it meets the needs of all learners. Time is allocated for the teacher and TA to jointly assess and plan lessons in class meetings each week. Time is allocated for the non-specialist teachers, specialist teachers and SLT to meet and plan together once a week. Learner profiles in place to outline children's individual needs. EHCPs are reviewed in conjunction with families and other professional partners to set SMART targets. We will provide assistive technologies and differentiated instruction where required. SLT in school to support staff with strategies based on observations in class and learner voice. Provide lesson materials in multiple formats (print, digital, audio). Use dyslexia/SEND-friendly fonts and layouts. Allow flexible assessment (oral, extended time, alternatives). Ensure the curriculum tracking system is embedded and moderated			Learner progress meetings successfully completed. Raised staff confidence in strategies for adaptations and increased learner participation. CPD programme including sessions from SLT on areas of send, trauma informed practice and language completed. Curriculum is engaging and appropriate for all learners.
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		Continue to develop links with outside providers, including work experience placements, charities and places to volunteer, that can be accessed by all learners. Provide opportunities for all learners to be able to take part in a range of extra-curricular activities to develop their skills in all aspects of school. Timetabled Interest-Led afternoon weekly, where learners can choose and be involved in an area of their interest beyond the curriculum. Gather information on accessibility to the curriculum using progress data and learner voice. Ensure no learners are unable to access PE and reasonable adjustments are made.			
Teaching Strategies	Embed into day-to-day practice.	Deliver annual staff training on a range of SEND needs and trauma-informed strategies. High-quality teaching and adaptive teaching practices in all planning. Support for individuals and their personalised needs is identified in teachers' planning. Promote multi-sensory teaching methods. Provide guidance on scaffolding reading and writing tasks.	Senior Leadership Team (SLT) Teachers	Review Autumn 2026	100% of teaching staff trained. Consistency is seen across classrooms. Regular walkthroughs and observations to ensure that strategies are in place.

		Visual timetables, task boards, now and next boards are used where needed to help support understanding and sequencing. Appropriate and effective direction of teaching assistant support.			
Physical Environment	Ensure the environment supports learning.	Create a calm, consistent, and predictable environment with clear routines and boundaries to support trauma-informed strategies. Environments are low stimulation with calm colours with a clear layout (limited notice boards on walls, clutter-free classrooms), and limited distractions for concentration. Use clear signage with high-contrast fonts. Provide quiet breakout spaces and sensory spaces for regulation to support learning. The layout of the school allows access for all learners to all areas. Access to the building is flat and a very gentle ramp to the main doors – doors are large in size, allowing entry for wheelchairs and needed equipment. There is a lift. Meetings, lessons, kitchens, toilets, and a disabled toilet can be accessed on the ground floor, so any adult or learner can access learning or meetings. The learners' kitchen contains all the needed equipment and adapted equipment for any learner to access if needed.	Property Manager, Teachers, SLT	Year Review Spring 2027	Learners with trauma, voice they feel safe via learner survey feedback and improved attendance. Observations confirm accessible environments.

		Incorporate sensory richness into learning areas, warm lighting, soft furnishings, appropriate music, and sensory tools to support a calming atmosphere. All disabled learners and visitors can be safely evacuated. The environment in and out of classrooms is regularly monitored to support hearing-impaired and visually impaired learners and adults. Toilets are accessible. Desks of differing heights will be provided. Chairs of differing heights will be provided. Wobble cushions and wobble stools for the learners who require movement to support concentration and learning. Fobs are on all classroom and external doors to ensure the school building is a safe place for learners.			
Technology and Resources	Provide assistive tools to support learning.	Introduce text-to-speech and speech-to-text software through Google Classroom for dyslexic or motor-impaired learners. Provide specialist aids, equipment, and ICT to promote disabled learners' access to the curriculum.	Melrose ICT Manager, SLT	Review Autumn 2026	Learners demonstrate increased independence. Learners successfully use technology.

		Provide audiobooks and digital textbooks. Use reading overlays and rulers, and read aloud magic pens. Use of Chromebooks to aid in long pieces of writing. Use of technology as a motivator.			
Learner Support	Provide learners with support and strategies to engage with their learning.	Further develop regulation support plans. Involve learners in setting learning goals in ECHP meetings. Use of visual timetables. Additional aids available, e.g. pencil grips, coloured overlays. Specialist agencies visit regularly to support, e.g. OTs, EdPsy, Physio and counsellors. Our school uses a range of communication methods to ensure information is accessible including: • Large print, audio, and digital formats. • Pictorial or symbolic representations e.g., Widget. • External and internal signage. • Sign language e.g. Basic Makaton as required. • Choice boards, as required. • Social stories and comic book stories. • use of emotion five-point scale.	SLT, Tutors/Learning Support Assistants	Review Autumn 2026	Learner voice feedback shows confidence. Personalised targets met. Staff training identified and completed. Regular updates and use of IEPs to link with learners' individual's needs.

		Learner regulation plans are updated regularly and followed by all staff incorporate the best way to communicate with the learner. • Student council feedback. • Interactive whiteboards. • Staff training in autism and PDA strategies. • Weekly 'spotlight' in briefing on a specific learner's needs and the strategies that have a positive impact. • Use of trauma-informed terminology when connecting with learners.			
Family Engagement	Build strong partnerships with parents/carers.	Improved communication such as: • Use of SWAY for newsletters, which can be read aloud, for communication ease. • Invitations to families to open days, sports days, talent shows, community events etc. • Weekly phone calls home from the tutor to keep informed and updated • Surveys for learners and parents are used as a tool to communicate feelings about learning. The pastoral team will support and help parents to access information and complete school forms. We will provide information and letters in clear print in "simple" language. Share resources and home strategies. Provide regular progress reviews.	SLT, Teachers	Review Autumn 2026	Increased parental confidence and engagement. Positive feedback from parents and learners.

		Learner voice, via the school's Student Council, together with the learner and parent surveys used as tools to gather feelings about the school and learners' progress.			
Policy and Monitoring	Ensure the trauma-informed strategies are embedded in school policies.	Review curriculum, assessment, and inclusion policies. Annual review of plan with the governance team (Directors).	SLT, Governance team (Directors)	By End of Term 1 Then Annual Review	Fully trained school staff with 2 trauma informed specialists in school.

3. Long-Term Goals (3-Year Roadmap)

- Year 1: Staff training delivered, initial assistive resources provided, learner needs identified and support plans developed.
- Year 2: Full integration of trauma-friendly teaching strategies, expanded assistive technology across classrooms, and increased parental involvement.
- Year 3: School accreditation/recognition as a trauma-informed school, culture of inclusion embedded, regular learner-led reviews to sustain progress.

4. Monitoring and Review

- Reviewed by: Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents, staff, Melrose Central Office governance, and School Community Board.
- Evaluation Methods: Surveys, learner progress data, classroom observations, and feedback from families.