

Temple Meadow Primary School



Accessibility Plan 2025 – 2028

Safeguarding Policy Statement-

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

Policy Ownership: Headteacher

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To Staff:	Oct 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 children and families with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children and families with disabilities.

Our school aims to treat all stakeholders fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind, as represented through our collective school values.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to opportunities for professional learning in equality issues; with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure captures accessibility. 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 children, families, 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 stakeholders with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that an individual with disabilities faces in comparison those without disabilities. This can include, for example; the provision of an auxiliary aid or adjustments to premises in order to meet accessibility needs.

3. School Context

Category	Characteristics (%)
Free School Meals	39.8
Special Educational Needs (SEN)	21.3
SEN Support	19.2
Educational Health Care Plan	2.1
English as an additional language	17.5
Children in Care	0.9
School Deprivation indicator	Well above average

Temple Meadow Primary School is located within the borough of Sandwell, which typically features as one of the highest areas of deprivation within the UK.

4. Action plan

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

Aim	Strategies	Timescale
A broad and balanced curriculum for all.	<p>Our teachers skillfully scaffold and adapt teaching to meet the needs of all of our children.</p> <p>We use resources tailored to the needs of children who require support to access the curriculum.</p> <p>Curriculum resources are carefully used to ensure all children see themselves reflected within our Temple Meadow curriculum.</p> <p>Curriculum progress is tracked for all children, including those with a disability.</p> <p>Targets are set effectively and are appropriate for children with additional needs, as appropriate.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>We celebrate diversity across the school and raise awareness of special events.</p>	Ongoing

<p>Access to learning and in-class provision.</p>	<p>We regularly review SEND children's provision maps, to ensure access to curriculum within class sessions.</p> <p>Case sampling and classroom observations are carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>A cycle of monitoring and support is in place from the Inclusion Lead, wider members of the Senior Leadership Team and external professionals.</p> <p>As a school we liaise with external professionals e.g. SALT/OT to incorporate strategies and support within classrooms and around school for children who require specific equipment and adaptations.</p>	<p>Ongoing</p>
<p>Teaching teams have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.</p>	<p>Regular input from the SENDCo into professional learning- updating advice regarding best practice of reducing barriers to learning. Ongoing staff professional learning opportunities from SENDCO/Inclusion Lead and outside professionals and e-learning modules.</p>	<p>Ongoing</p>
<p>All school visits and trips to be accessible to all children.</p>	<p>Risk assessments are in place to ensure that all children including children with physical disabilities can access trips.</p> <p>We always ensure venues and means of transport are vetted for suitability.</p>	<p>Ongoing</p>

<p>Ensure disabled children can take part equally in whole school events, lunchtime and after school activities.</p>	<p>We always ensure whole school events can be adapted to include all children and stakeholder through the risk assessment process.</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school.</p> <p>OPAL- a new lunchtime initiative has also considered the accessibility implications for all children.</p>	<p>Ongoing</p>
<p>Good Communication with Parents.</p>	<p>SEND information report is available on the website.</p> <p>SENDCO is routinely engaging with families of children with SEND needs.</p> <p>Our provision maps</p> <p>Individual SEND children’s progress and new targets shared with families termly through provision maps.</p> <p>Parental engagement meetings support this process to ensure inclusivity for all stakeholders.</p> <p>We use different technology to support communication with families who require this, e.g. translation tool or Widget.</p> <p>We promote and signpost families to organisations and services that can support.</p>	<p>Ongoing</p>

Pupil voice	<p>Children are given opportunities to share their concerns, their views and their ideas.</p> <p>Adaptations are made as needed.</p>	Ongoing
Classrooms are optimally organised for pupils with additional needs.	<p>Teachers to consider physical layout of classrooms at all times to ensure ease of access and movement.</p> <p>Environment is sensitive to the needs of neurodivergent children and reduces unnecessary stimulation.</p>	Ongoing
Mental Health	<p>We make appropriate referrals for children who require additional support with the mental health and wellbeing.</p> <p>We promote and signpost families to organisations and services that can support with adult mental health and wellbeing.</p> <p>We promote and offer staff mental health support through our RISE package.</p>	Ongoing

IMPROVING PHYSICAL ACCESS

Aim	Strategies	Timescale
<p>To improve and maintain access needs of disabled children and all other stakeholders.</p>	<p>We regularly complete health and safety audits of our physical environment.</p> <p>We regularly review our disabled toilets and changing facilities.</p> <p>We ensure our library shelves and other resources are at wheelchair-accessible height.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</p> <p>We have designated Disabled Car Parking spaces which we use to support families where disability.</p> <p>There are ramps around the school for access to all buildings and a lift in place for access to our Dance Studio if approaching from the Clifton Street entrance.</p>	
<p>Maintain safety for the visually impaired.</p>	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting is working on a regular basis.</p>	<p>Annually, and any mid-term transfers</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>
<p>Whole School Evacuation</p>	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Pupil PEEPs if needed.</p>	<p>Annually, and any mid-term transfers</p>

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and approved by the governing board.