

MEATH GREEN JUNIOR SCHOOL



POLICY/PLAN FOR ACCESSIBILITY

Context

Plan

Governor Committee Responsible:	Full Governors
Governor Signature	
Policy Originator:	Headteacher
Review Period:	Every Three Years
Status:	Statutory
Reviewed:	Spring 2023
Next Review Date:	Spring 2026

Context

From 1 October 2010 the Equality Act 2010 replaced all existing equality legislation. The effect of the law remains the same meaning that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

Plan

An Accessibility Plan is listed as one of the “Other statutory documents required” in the DFE’s guidance on statutory policies for schools.

1. The Meath Green Junior School Accessibility Plan is fully integrated with the School Improvement Plan and has been drawn up based upon our knowledge of the context of the school and information supplied from pupils, parents, staff, governors and feeder schools.
2. Planning for Accessibility is structured to complement and support the school’s Equality Objectives that are found in the School Improvement Plan, and will similarly be published on the school website.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Meath Green Junior School Improvement Plan would show how access would be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility element of the School Improvement Plan would contain relevant and timely actions to:
 - increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils, this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it would also cover the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. There is recognition of the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6. This policy should be read in conjunction with the following school policies, strategies and documents:
 - Teaching and Learning Policy
 - Equalities Statement
 - Interventions Policy
 - Health and Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Health and safety Inspections
 - School Prospectus and Vision Statement

7. The Accessibility element for physical accessibility is monitored in the termly Health and Safety Inspections which are undertaken by the school Health and Safety Committee (who report to Resources Committee) and remain the responsibility of the governing body.

8. The School's complaints procedure covers all Accessibility issues.

9. The School Improvement Plan is monitored by the Governing Body.