



MEYNELL
NURSERY & PRIMARY SCHOOL

Accessibility Policy and Action Plan

Author:	-
Committee:	-
Last Review/Update:	-
Level of Change:	-
Next Review:	-

Aspire . Believe . Explore . Achieve

Accessibility Policy and Action Plan

Introduction

This policy and plan outlines the proposals of the Governing Body of Meynell Primary School to increase access to education for pupils with disabilities in the three areas required by the duties in the Equality Act 2010. They are:

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improving access to the physical environment of the school and consideration of whether to provide auxiliary aids/services (as a reasonable adjustment) for disabled children
- Improving information delivery to pupils with disabilities

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their duties effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Key Objectives of the Accessibility Policy

The key objective of this policy is to reduce barriers to access to the curriculum and to ensure full participation in the school community for children and prospective children with a disability. To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far is reasonable practical.

Principles

Meynell School recognises its duty to:

- Ensure that compliance with the Equality Act 2010 is consistent with the school's Equality Statement and Objectives, the SEN policy, The Selection and Recruitment policy and any other policy that has a focus and impact on disabled children, staff and parents/carers

- Not to discriminate against disabled children, staff, parents/carers in admissions, exclusions or in the provision of education and associated services
- Not to treat disabled children, staff, parents and carers less favourably
- Take reasonable steps to avoid putting disabled children, staff, parents and carers at a substantial disadvantage
- Publish an Accessibility Plan

The Accessibility Plan

The plan is detailed below:

- In performing their duties, the Governing Body of Meynell Primary School and staff will have regard to the Technical Guidance for Schools in England issued by the Equality and Human Rights Commission (updated in July 2014).
- The School recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- All children are provided with a broad, balanced curriculum which is differentiated and adjusted to meet the needs of individual children and their preferred learning styles
- The School sets suitable learning challenges
- The School aims to overcome potential barriers to learning and assessment for individuals and groups of children
- The needs of disabled staff and parents/carers are accommodated as far as is reasonable and practical
- The school acknowledges the need for ongoing awareness raising and training for staff and children in the matter of disability discrimination
- The Accessibility Plan should be read in conjunction with the following policies, principles and documents:
 - The Equality Statement and Objectives
 - The SEN Policy
 - The Health and Safety Policy
 - Recruitment and Selection Policy
 - Safeguarding Policy

Activity: Key duty 1 (education and related activities)

Meynell Primary School offers a broad and balanced curriculum with a diverse range of additional opportunities/extracurricular activities. Meynell Primary School in its planning and delivery of the

curriculum and additional opportunities ensures access is open to all and wider participation is actively encouraged.

Provided in addition to the curriculum are a number of lunch and after school clubs such as specialist sport activities, art and music; yoga etc.

Meynell Primary School will continually review its provision to ensure for appropriate differentiation for all its pupils and will take into account the views of children, staff, parents and carers and when necessary will seek input/advice from specialist and appropriate health professionals.

Key duty 2 (physical environment)

Meynell Primary School was built in 1930. The school building and grounds are the responsibility of Tipton School Academy Trust. Due to the age of the building there are a number of work around solutions to ensure that the school is accessible. The school has 3 disabled toilets and disabled parking at the front of the school. The school along with the Academy Trust will continue to take into account the needs of its children, staff and visitors with physical difficulties and other impairments when planning future improvements and refurbishments to the site such as access, colour schemes and lighting.

Key duty 3 (provision of information)

The school has a website which is accessible by its children, parents/carers and the wider community. Statutory information is accessible on the website but can also be provided in hardcopy on request. The school also uses Seesaw, Facebook and X (Twitter) to update children, parents/carers and the wider community.

Activity Key Duty 1

Issue	What	Who	When	Outcome	Review
Is the curriculum meeting the needs of all children?	Curriculum moderation to take place across the Trust to review accessibility - to become part of the QA process at Trust level - RAG rate.	Trust Leadership team / Leadership Team / Inclusion Team.	Summer Term 24	Any accessibility gaps are identified and action points are reviewed at the QA's.	Summer Term 25
Is the afterschool provision accessible for all?	Further develop the afterschool provision with support from Children's University and other Trust schools.	Assistant Headteacher / Inclusion Team / Trust Support.	Summer Term 24	Any accessibility gaps are identified and areas of strength and development discussed and actions are put in place. Regular reviews of the attendance through Children's University.	Summer Term 25

Activity Key Duty 2

Issue	What	Who	When	Outcome	Review
Is the physical environment as accessible as possible for all children and adults?	Weekly Health and Safety walks to ensure that the school building and surrounding area is safe. Review H&S procedures to ensure that it meets the requirements. Review the access areas.	Building Supervisor / School Manager / Trust Facilities Manager / Area Business Manager - inform Leadership Team.	Throughout the year.	Any accessibility gaps are identified and then actioned.	Summer Term 25
Is the physical environment as accessible as possible for	Ensure that accessibility is reviewed prior to any refurbishment	Trust Facilities Manager / Area Business Manager -	Throughout the year but predominantly prior to holiday	Any areas of accessibility that could be included in	Summer Term 25

all children and adults?	works and assess as to whether compliance work can become part of the refurbished work.	inform Leadership Team.	refurbishment work.	refurbishment work is discussed and implemented.	
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Activity Key Duty 3

Issue	What	Who	When	Outcome	Review
Can all children, parents and members of the community access information equally?	All external facing content is clear and accessible and the school will continue to provide information in alternative formats when requested.	School Manager / Leadership Team / Inclusion Team	Throughout the year	Website continues to be accessible, the Trust website review is all green. Any concerns regarding the accessibility of information is considered and addressed as soon as possible. Continuing review of requests to provide information in an alternative format.	Summer Term 25