

Disability Accessibility Policy

The Japanese School London



Approved by:	The Governing Board	Date: July 2017
Last reviewed on:	April 2021	
Next review due by:	April 2022	

Version Number	Modified By	Modifications Made	Date Modified	Status*
1.1	KN	Update format.	01/04/2021	Final

Draft, Revised, Final, etc.

1. This Accessibility Plan has been drawn up by The School Management Committee of The Japanese School Ltd. (The School) as per The Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

2. The School commits to provide a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The School commit to challenge negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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.
- 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 also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents/carers 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 time frame when required.

4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every year.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Action Plan for physical is undertaken prior to each plan period. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

7. The Plan will be monitored through the School Management Committee.

8. The school will work in partnership with the Ealing Counsel in developing and implementing.

Equality Act Three-Year Accessibility Plan 2019-2022

Aims and objectives:

- To plan for improvements to ensure that all staff, parents and visitors. Pupils can have access to the curriculum, premises and information.
- To ensure that no-one is discriminated against.

Definitions:

Where in the document it is stated “people with protected characteristics” the following characteristics are meant: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

'People with a disability': A person (P) has a disability if—(a) P has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities.' (Equality Act 2010)

	Activity and Proposed Action	How will the impact of the action be monitored?	Who	when	Success Criteria
1	Publish and promote the Equality Plan through the school website, newsletter and staff meetings. All staff are aware of the school’s ‘Single Equality Plan’. Staff to continually be involved in the future development of the plan.	Website will be updated regularly Termly newsletters Designated staff meetings	Headteacher designated member of staff	Throughout each school year – once a term	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays Parents are aware of the Equality Plan
2	Monitor and analyse pupil achievement by protected characteristics and disability and act on any trends or patterns in the data that require additional support for pupils. Extra support will be provided for those pupils who are under-achieving in order to make progress in their learning and their personal well-being	Achievement data analysed by protected characteristics and disability. Interventions to support agreed at Student Progress Meetings	Headteacher	3 times a year	Analysis of teacher assessments / annual data demonstrates that there is no gap between various groups or that the gap is narrowing for equality groups.
3	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school’s diversity in terms of protected characteristics. This in turn will help pupils to understand and value others and value diversity.	Increase in pupils’ participation, confidence and achievement levels - monitor through lesson	Subject Area Leaders Form teacher	Throughout each academic school year Annual reviews of schemes of work and audit of	Notable increase in participation and confidence of targeted groups

		evaluations, assessments, progress tracking, the pupil council and annual pupil questionnaires,		resources	
4	Ensure when recruiting new members of staff, no discrimination is made against pregnancy (absence for medical visits; sickness; maternity leave)	All absences will be recorded and monitored, and staff will not be penalised for any absences due to such circumstances	Headteacher Secretary	Throughout each school year – once a term	All staff are aware of procedures regarding absences
5	Ensure that displays in classrooms and corridors promote diversity in terms of protected characteristics such as race, gender, LGBT and ethnicity in order to highlight the diversity of the school and the wider diversity of the community in which they live.	Increase in pupil participation, confidence and positive identity – monitor through PSHCE, other subjects (ex: English, Japanese, art, DT), pupil council, pupil questionnaires and parent questionnaires	Headteacher All teachers working in school	Term end	More diversity reflected in school displays across all year groups, particularly to reflect the diversity of the wider community which is much wider than the diversity of the school community
6	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the pupil Council by election or co-option), class assemblies, fund raising etc.	pupil council representation monitored by protected characteristics and disability	All teachers	Throughout each academic school year	More diversity in pupil council membership.
7	Increase pupil awareness and understanding of different communities	Planning of curriculum enrichment activities Monitor quality of displays throughout the school Preparation in lessons (PSHCE, art, English, etc)	Curriculum Leader	Throughout each academic school year	Increased awareness of different communities shown in lessons (PSHCE, art, English, etc) and assemblies.
8	The school has an inclusive approach to ensuring ALL pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, positions of responsibility and extra-Curricular activities.	Monitor extra-curricular and club attendance registers for different groups of pupils and compile data into an annual report to the	Curriculum Leader Extra-curricular activities leader	Twice an academic year	Notable increase in participation and confidence of targeted groups

		Headteacher and Governing Body			
9	Identify parents who have disabilities that could affect their interaction with the school	Write to parents an explanation to request information	Parents	When parents apply for school	School aware of and able to meet need of disabled parents in relation to their children's progress in school
10	Assess and improve working environment for any pupils or staff with visual or hearing impairment, or other identified disability	e.g. review signage around the school; incorporate appropriate colour and lighting schemes when refurbishing. Fit acoustic leads in classrooms where needed Provide pupils with visual impairment or dyslexia with a laptop computer for daily work	Seek advice from the school surveyors	Autumn Term of each academic year	Disabled Pupils able to work independently in all teaching areas disabled staff able to fulfil their responsibilities
11	Make the premises accessible to all users. Disabled toilets required for parents Pupils and visitors to the school	Check that all users can access the ground floor through the ramp and the upper floors through the lift Build new disabled toilet and write in fire evacuation plan who the nominated people are to help evacuate disabled users in an event of fire	Governing board Staff Governing board Staff	December 2022 Completed	Lift available Access to toilet facilities for people with disabilities
13	Monitor and analyse attendance and behaviour data by protected characteristics and disability and act on any trends or patterns in the data that require additional support for pupils. Extra support will be provided for those pupils who are poor attendees or arrive late in school.	Attendance and behaviour data analysed by protected characteristics and disability. Interventions to support agreed	Headteacher, governing board	3 times a Year	Analysis of school attendance and behaviour/exclusion data demonstrates that no particular group is over-represented.

	Monitor records of incidents, including bullying incidents and act on any trends in the data that indicate over-representation of any of the equality groups.	at Pupil Progress Meetings			
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