Accessibility Policy

Document Control Information

Version	DATE	DESCRIPTION
1	October 2020	
2	October 2023	
3	October 2026	Significant changes, new layout and measurable plan. p.2-4 accessibility plan, p5-8 SDP priorities p9-14 milestone review

Reviewed	October 2026
Responsibility	Majella Delaney
Committee	Speech and Language UK, Education Committee
Review Date	October 2029
Signed	

Meath | A Speech and Language UK school | Principal: Majella Delaney

Box Road, Ottershaw, Surrey, KT16 OLF | 01932 872302 | www.meathschool.org.uk | meath@meathschool.org.uk
Non-Maintained School | DfE No. 936/7063

Meath, is a Speech and Language UK school. Speech and Language UK is the operating name of I CAN Charity, a registered charity in England and Wales (210031) and Scotland (SC039947), which is a company limited by guarantee registered in England and Wales (00099629). Registered address: 2 Angel Gate, Hall Street, London, EC1V 2PT

1. Policy Statement

Meath School is committed to providing an inclusive environment in which all pupils, staff, parents, carers and visitors can participate fully in school life.
In accordance with the Equality Act 2010, the school aims to eliminate discrimination, advance equality of opportunity and foster positive relationships for disabled pupils and adults. The school will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage when accessing education, services or facilities.

This Accessibility Plan outlines how Meath School will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school.
- Improve the availability of accessible information.
-

These objectives will be achieved through continuous review and improvement of teaching, learning, communication, resources, facilities and provision.

2. Context

Meath School provides specialist education, therapy and care for pupils with severe and complex speech, language and communication needs, including autism spectrum conditions.
The school benefits from specialist facilities, therapeutic support, assistive technology and highly trained staff. Accessibility considerations are embedded within strategic planning, curriculum development, site management and staff training.
Accessibility is reviewed regularly through:

- School development planning
- Health and safety audits
- Premises reviews
- SEND and inclusion monitoring
- Pupil, parent and staff feedback
- Governance oversight

3. Accessibility Objectives 2026-2029

Objective 1: Increase Access to the Curriculum
To ensure every pupil can participate fully in learning, enrichment opportunities and wider school life.

Action	Lead	Timescale	Success Criteria
Review curriculum pathways to ensure accessibility for all learners	Deputy Principal	Annual	Curriculum access monitored for all pupils
Continue development of AAC and assistive technology provision	Therapy Lead	Ongoing	Pupils have access to appropriate communication systems
Deliver annual training in autism, SLCN and inclusive practice	Principal / Therapies	Annual	Staff competency records demonstrate sustained training
Ensure educational visits and enrichment activities are fully accessible	Educational Visits Coordinator	Ongoing	All visits risk assessed and adjusted where required
Monitor participation in clubs, residential activities and community events	Senior Leaders	Termly	Increased participation rates across cohorts

Objective 2: Improve the Physical Environment
To ensure the school environment remains safe, welcoming and accessible for all.

Action	Lead	Timescale	Success Criteria
Complete annual accessibility audit of premises	Operations Manager	Annual	Audit completed and actions identified
Review accessibility of external pathways and play areas	Site Manager	2026-2027	Identified improvements completed
Maintain specialist sensory, therapeutic and learning environments	Operations Manager	Ongoing	Facilities remain fit for purpose
Review access arrangements for visitors with disabilities	Principal / Operations Manager	Annual	Visitor access information available and reviewed

Action	Lead	Timescale	Success Criteria
Develop long-term plan for any major accessibility improvements requiring capital investment	School Advisory Board	By July 2028	Future accessibility priorities documented

Objective 3: Improve Access to Information
To ensure information is available in formats that meet individual needs.
Actions

Action	Lead	Timescale	Success Criteria
Review communication methods with families	Family Support Team	Annual	Parent feedback demonstrates accessibility
Ensure key documents are available in alternative formats upon request	Administration Team	Ongoing	Requests met within agreed timescales
Maintain accessible website content	Admin in conjunction with SLUK comms team	Ongoing	Website meets accessibility requirements
Continue use of symbol-supported materials and visual communication systems	Teaching Teams	Ongoing	Accessible information available throughout school
Review signage across the school site	Site Manager	2027	Signage supports independent navigation

4. Success Measures
The success of this plan will be evidenced through:

- Improved pupil participation and engagement.
- Positive outcomes for pupils with additional needs.
- Reduction of barriers identified through audits.
- Positive parent, pupil and staff feedback.
- Effective use of AAC and assistive technologies.
- Compliance with statutory requirements.
- Ongoing accessibility improvements to the school site and information systems.

5. Monitoring and Evaluation

The implementation of this plan will be monitored through:

- Termly Senior Leadership Team review.
- Annual accessibility audit.
- School Development Plan evaluation.
- Governor monitoring visits.
- Feedback from pupils, parents, carers and staff.
- Health and Safety Committee reviews.

Progress against objectives will be reported annually to the Education committee.

6. Related Policies

This plan should be read alongside:

- Equality Information and Objectives
- SEND Policy
- Teaching and Learning Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Educational Visits Policy
- Admissions Policy
- Complaints Policy
- Remote Learning Policy

7. Review

This Accessibility Plan covers the period October 2026 to October 2029 and will be formally reviewed annually and fully revised every three years.

Approved by: Chair of The Education committee – Susan Gregory

Review Date: October 2029

This plan be fully aligned with current Equality Act expectations while maintaining Meath's specialist ethos and strategic focus. It will work alongside Meath school's 2026-2028 School Development Plan and current policy suite.

School Development Plan Accessibility Priorities

Objective 1: Leadership and Management
Priority: Strengthen strategic oversight of accessibility, inclusion and equality across education, therapy and care.

Action	Lead	Timescale	Success Criteria
Embed accessibility considerations within all strategic planning and policy reviews	Principal	Ongoing	Accessibility considered in all new strategic developments
Include accessibility and inclusion within governor monitoring activities	Principal / Advisory Board	Annual	Accessibility reported to governors annually
Complete annual accessibility audit and action review	Operations Manager	Annual	Actions identified and addressed through SDP processes
Gather pupil, parent and staff voice regarding accessibility and inclusion	Senior Leadership Team	Annual	Feedback informs future planning

Objective 2: Quality of Education
Priority: Ensure every pupil can access a broad, engaging and aspirational curriculum regardless of communication, sensory, physical or learning needs.

Action	Lead	Timescale	Success Criteria
Continue development of Total Communication approaches across the school	Therapy& Curriculum Leads	Ongoing	Consistent communication support observed across all settings
Enhance use of AAC and assistive technologies to support learning and independence	Therapy Team	Ongoing	Pupils effectively access communication systems matched to need
Ensure curriculum pathways remain appropriately differentiated and ambitious	Deputy Principal	Annual Review	Evidence of progress for all pupil groups
Increase opportunities for community-based learning and real-life communication experiences	Curriculum Leaders	2026-2029	Improved participation in community and vocational activities
Ensure all educational visits and enrichment opportunities are fully accessible	Educational Visits Coordinator	Ongoing	All pupils participate in enrichment opportunities

Objective 3: Personal Development
Priority: Promote independence, communication, wellbeing and participation for all pupils.

Action	Lead	Timescale	Success Criteria
Expand opportunities for pupil leadership and participation in decision-making	Assistant Principal	Ongoing	Increased pupil voice across the school
Develop accessible approaches to personal, social and emotional learning	PSHE Lead	Ongoing	Evidence of engagement across all learning pathways
Review accessibility of extracurricular activities, residential experiences and clubs	SLT	Annual	Increased participation by all pupil groups
Promote independence through environmental adaptations and assistive technologies	Class Teams	Ongoing	Pupils demonstrate increased independence within targets

Objective 4: Partnerships with Families and Community
Priority: Ensure communication and engagement systems are accessible to all families and stakeholders.

Action	Lead	Timescale	Success Criteria
Review parent communication systems to ensure accessibility and clarity	Family Support Team	Annual	Positive parent feedback
Provide information in alternative formats where required	Administration Team	Ongoing	Requests met promptly
Develop accessible curriculum and therapy information for families	Deputy Principal / Therapists	2027	Increased family engagement in learning
Strengthen partnerships with community organisations to improve participation opportunities	Family Support Team	Ongoing	Increased community engagement opportunities

Objective 5: Resources and Sustainability
Priority: Maintain and develop an accessible physical environment that supports learning, therapy, care and wellbeing.

Action	Lead	Timescale	Success Criteria
Complete annual review of accessibility across educational, residential and outdoor environments	Operations Manager	Annual	Accessibility improvements identified and implemented

Action	Lead	Timescale	Success Criteria
Review signage, wayfinding and visual supports across the school site	Site Manager	2027	Improved accessibility and navigation
Maintain specialist learning, sensory and therapeutic environments	Operations Manager	Ongoing	Facilities remain fit for purpose
Develop a phased plan for future capital accessibility improvements	Principal & Advisory Board	By 2028	Long-term accessibility improvement programme established
Ensure all ICT systems and online resources meet accessibility requirements	IT Lead	Ongoing	Increased accessibility of digital resources

Success Measures 2026-2029
By 2029 Meath School will be able to demonstrate:

- Improved access to learning, communication and participation for all pupils.
- Increased independence and pupil voice.
- Effective use of AAC, assistive technology and total communication approaches.
- Accessible communication with families and stakeholders.
- Continued improvement of the physical environment.
- Strong alignment between accessibility objectives and the School Development Plan.
- Compliance with the Equality Act 2010 and SEND expectations. [gov.uk],
  This version should feel much more authentically "Meath", as it directly aligns accessibility to your likely SDP headings of Leadership & Management, Quality of Education, Personal Development, Partnerships and Resources, rather than using a generic local authority template.

Objective 1: Leadership and Management

2026-27

Milestone	Evidence Source
Complete whole-school accessibility audit	Annual Accessibility Audit Report; Premises Audit; Health & Safety Audit
Establish accessibility reporting within governor monitoring framework	SAB minutes; Governor monitoring reports; Accessibility standing agenda items
Collect baseline pupil, parent and staff accessibility feedback	Survey results; Pupil Voice records; Parent consultation feedback
Review all policies for Equality Act compliance	Policy review schedule; Policy approval records

Success Measure: Baseline Accessibility Report presented to Education committee
Evidence: Annual Principal Report; Education committee meeting minutes; Accessibility Action Plan.

2027-28

Milestone	Evidence Source
75% of accessibility actions completed	Accessibility Action Plan RAG-rating
Accessibility embedded within SDP monitoring	SDP evaluation reports; SLT monitoring records
85% positive stakeholder feedback	Parent, staff and pupil surveys

Success Measure: Education committee evidence measurable improvement against baseline.
Evidence: Governor monitoring reports; annual self-evaluation document.

2028-29

Milestone	Evidence Source
All planned improvements completed or incorporated into future capital planning	Audit reports; Estates Development Plan
Accessibility self-evaluation embedded into annual review cycle	School Self-Evaluation Form (SEF); SDP review

Success Measure: Accessibility integrated into strategic leadership systems.
Evidence: SEF, Board reports, annual accessibility review.

Objective 2: Quality of Education
2026-27

Milestone	Evidence Source
Audit AAC provision across all classes	AAC audit records; Therapy reports
Establish communication environment standards	Learning walk records; Environment audits
Review curriculum accessibility across pathways	Curriculum reviews; Subject leader evaluations

Success Measure: 100% of classes meet agreed communication standards.
Evidence: Learning walks; therapy monitoring reports; environment checklists.

2027-28

Milestone	Evidence Source
Increase communication and independence targets	EHCP reviews; Individual Learning Plans
Enhance community learning opportunities	Curriculum plans; Visit records

Success Measure: 90% of pupils make progress towards communication-related outcomes.
Evidence: EHCP outcomes data; assessment information; therapy reports.

2028-29

Milestone	Evidence Source
Evaluate AAC and assistive technology impact	AAC reviews; pupil case studies
Review enrichment accessibility	Participation registers; visit evaluations

Success Measure: All pupils access at least one community-based opportunity each year.
Evidence: Visit logs; enrichment participation data; pupil voice.

Objective 3: Personal Development
2026-27

Milestone	Evidence Source
Establish learner consultation opportunities	School Council minutes; Pupil Voice reports
Audit participation in clubs and enrichment	Participation tracking

Success Measure: Participation data available for all pupil groups.
Evidence: Club registers; residential participation reports.

2027-28

Milestone	Evidence Source
Increase pupil contribution to school improvement	School Council action plans
Introduce self-advocacy resources	Curriculum resources; therapy programmes

Success Measure: Pupil views inform school developments.
Evidence: Meeting records; project evaluations; pupil voice outcomes.

2028-29

Milestone	Evidence Source
Evaluate impact of accessibility initiatives	Survey data; personal development reviews
Expand leadership opportunities	Leadership programme participation records

Success Measure: Improved confidence and participation.
Evidence: Personal development assessments; pupil surveys; EHCP review comments.

Objective 4: Partnerships with Families and Community
2026-27

Milestone	Evidence Source
Review accessibility of family communications	Parent surveys; website review
Identify alternative format requirements	Communication needs register

Success Measure: 85% parent satisfaction.
Evidence: Parent survey reports; complaints data analysis.

2027-28

Milestone	Evidence Source
Develop accessible curriculum and therapy guides	Published family resources
Increase family engagement opportunities	Attendance records

Success Measure: Improved participation in family events.
Evidence: Event attendance data; parent feedback.

2028-29

Milestone	Evidence Source
Evaluate accessibility of communication systems	Communication audit
Review community partnership impact	Partnership evaluations

Success Measure: Positive family feedback regarding accessibility.
Evidence: Survey outcomes; annual family consultation report.

Objective 5: Resources and Sustainability
2026-27

Milestone	Evidence Source
Complete site accessibility review	Premises audit report
Audit signage and visual supports	Environment reviews

Milestone	Evidence Source
Review website accessibility	Website accessibility audit

Success Measure: Accessibility improvement schedule agreed.
Evidence: Facilities report; IT audit; governor premises committee minutes.

2027-28

Milestone	Evidence Source
Implement priority environmental improvements	Capital project reports
Upgrade digital accessibility features	IT development records

Success Measure: 75% of planned improvements completed.
Evidence: Premises monitoring reports; project completion records.

2028-29

Milestone	Evidence Source
Complete remaining improvement programme	Audit reviews
Draft new 2029-2032 accessibility plan	Accessibility review report

Success Measure: Improvements evaluated and reported.
Evidence: Final accessibility impact report; Board minutes.
Annual Accessibility Dashboard (Recommended)
A simple RAG-rated report to governors each summer term:

KPI	Evidence Source	Target
Accessibility actions completed	Accessibility Action Plan	≥90%
Parent satisfaction	Annual parent survey	≥90%
Staff confidence in inclusive practice	Staff survey	≥90%
Pupils with appropriate AAC provision	AAC audit	100%
Accessible information requests fulfilled	Administration records	100%
Educational visits with accessibility planning	Visit documentation	100%

KPI	Evidence Source	Target
Accessibility concerns resolved within timescale	Complaints log	100%
Accessibility audit actions completed	Premises audit	≥90%