



Bury and Whitefield
JEWISH PRIMARY SCHOOL

Accessibility Plan

Date plan last reviewed: August 2023

Signed by:

Mrs M Kobak Headteacher Date: 23rd August 2023

Mr H Jacobson Chair of governors Date: September 2023

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Statement of intent

This plan outlines how Bury and Whitefield Jewish Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy and Information report
- Equality & Diversity Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit when it is deemed appropriate. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty

Actions	Success criteria	Milestones	Monitoring & Evaluation	Resources
Equality and inclusion				
<p>To adhere to legislation</p> <p>The accessibility plan to be reviewed and revised on a two yearly basis</p>	<p>The accessibility plan is reviewed by the school SENCO and Head teacher every year. With a full review, complete with an audit – every two years.</p> <p>The accessibility plan is placed on the agenda of the annual Full Governing Body meeting to ensure that all governors are aware of the plan and the current situation in school. School will be adhering to the legislation.</p>	<p>Annually (September)</p>	<p>Headteacher and SENCO to go through the revised accessibility plan and current report, prior to the Full Governing Body meeting.</p>	<p>Management Time</p>
<p>To improve staff awareness of SEND and inclusion needs of our children</p> <p>Review staff training needs dependant on the children in their class. Provide training for members of the school community as appropriate, including transition meetings with previous class teacher, observations of children whilst still in the previous class, support and training from SENCO, support and training from outside agencies and intervention from the SENCO.</p>	<p>Staff will be able to support the SEND children in their care to the best of their ability. Staff will be trained where necessary by experts in the area of SEND required. All staff will be aware of individual need and will know where to access support if needed.</p>	<p>Transition support- July annually</p> <p>Training – ongoing as required</p>	<p>SENCO to monitor training and support</p> <p>SENCO to support transition planning</p>	<p>Release time for staff to observe children in lessons, attend training sessions and consultations with experts</p>

<p>To ensure children with medical conditions are able to attend school and access the curriculum where ever possible.</p> <p>Staff, where appropriate, to have training to support children with medical conditions. Any new teaching support staff to have intimate care/basic medical care as part of induction and ongoing induction.</p> <p>Medical care plans written with teacher and parent (SENCO as appropriate) to ensure children are able to attend school safely.</p> <p>Care plans to be reviewed at least annually and shared with new class teachers, before the child starts with them.</p> <p>New class teachers to meet/speak to parents and go through the care plan by the first day in September at the latest.</p>	<p>Staff will be able to support children with medical conditions confidently and competently.</p> <p>More staff will be able to support these children with their daily needs, if necessary.</p> <p>Children with medical conditions will be able to attend school more regularly as their needs will be met in school.</p> <p>Parents will have confidence in the school, that procedures are being followed as per the medical care plan.</p> <p>Teachers will be fully aware of the medical conditions of any children in their class.</p>	<p>Training provided as required.</p> <p>Medical care plans to be reviewed each summer term ready for the September start.</p> <p>Medical care plans to be reviewed more frequently if the situation changes.</p>	<p>SENCO to review annually or earlier if a child's circumstances change</p>	<p>Cost of training if necessary</p>
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<p>To ensure children with SEND are treated consistently by all staff, allowing full access to the curriculum.</p> <p>All children to have a pupil passport. Children with Social, Emotional and Mental Health difficulties to also have a more detailed profile to support them in times of anxiety and crisis.</p> <p>Profiles to be reviewed at least annually as part of the transition to the next class. These should be updated more regularly if needs change.</p>	<p>All staff, including supply, support and Kodesh, will be aware of any SEND difficulties that a child in their care may have.</p> <p>All staff will be aware of the things that work and the things that don't work for these children.</p> <p>The children and parents can feel confident that they are being supported and treated consistently, irrelevant of which adult they are with.</p>	<p>July – all children complete passports</p> <p>Annually or when made aware of changes</p>	<p>SENCO monitor completion of one page profiles</p> <p>SENCO to monitor reviews and transitions.</p>	<p>N/A</p>
<p>To ensure SEND children are given alternative opportunities to record their work if necessary.</p> <p>Staff to ensure technology is used where possible, to support the recording of work where children have SEND. This could be using the computer to word process, using iPad to video or photograph evidence etc. Staff to use other resources to support writing e.g. Grips, sloping surfaces.</p>	<p>All children will be able to evidence their knowledge and understanding and therefore their learning. This is a reasonable adjustment.</p> <p>Children with limited or inhibited motor skills, will have resources to support their need and allow them to write to the best of their ability.</p>	<p>On going</p> <p>Ongoing</p>	<p>SENCO and computing co-ordinator to monitor and review provision where necessary.</p> <p>SENCO and class teacher to monitor impact of resources</p>	<p>Training on specific technology and software.</p> <p>Release time as required</p> <p>Purchase of resources</p>

<p>To ensure all correspondence is accessible to all children and adults.</p> <p>SEND children to have written materials provided in different formats if required. This could be enlarged, on coloured paper, electronically (to allow it to be read aloud) or any other format that is reasonable for the teacher to provide. This also includes homework, where it is known that the parent has SEND and will require this to support their SEND or non-SEND child.</p> <p>Teachers will offer alternative means of providing feedback, including parent evening appointments, to parents with SEND or medical conditions, which prevents them from coming into school to see the teacher. This could be via the telephone or video conferencing.</p>	<p>All children will be able to access work in school and at home.</p> <p>All parents will be able to access homework and be able to support their child's academic development.</p> <p>All parents will be kept up to date with how their child is performing in school. All parents will have the opportunity to communicate with their class teacher, regardless of SEND.</p>	<p>Ongoing</p>	<p>SENCO to monitor on a termly basis that this is occurring for those children requiring it.</p> <p>SENCO to monitor on a termly basis that this is occurring for those parents requiring it</p>	<p>School Zoom license.</p> <p>PPA time</p>
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5. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and head teacher. The plan will be amended as needed every two years. The next scheduled review date for this plan is August 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.