



Accessibility Plan

Sinai Jewish Primary School

2017

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school works with Brent Local Authority and the home boroughs of students, staff and parents to ensure that the site and the school Curriculum are accessible to all.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, pupils, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff are assigned to pupils as 121 support where appropriate.</p>	<p>To assess and improve access to after school clubs, leisure and cultural activities and school visits.</p> <p>To assess the provision of specialist aids and equipment for individual pupils to assist them in accessing the curriculum.</p> <p>To include “having regard to matters relating to access” in the terms of reference for each of the governing body committees.</p>	<p>Review provision at breakfast and after school clubs.</p> <p>Continue to review medical healthcare plans, IEPs and EHCPs to ensure that all pupils needs are met both at school and for external, school-led activities.</p>	<p>Headteacher/SENDCo/Chair of Premises Committee and Health and Safety/School Curriculum Leader</p>	<p>July 2017</p>	

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled access toilets • Library shelves at wheelchair-accessible height • Door width • A dedicated sensory room • Art therapy 	<p>To commence yoga sessions.</p> <p>Introduction of a welfare assistant/pupil counsellor/mentor.</p>		<p>Headteacher/School Business Manager</p>	<p>July 2017</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Sound loop</i> • <i>Acoustic ceiling panels</i> 	<p>Improve and make reasonable adjustments to the delivery of written information parents and visitors with disabilities. Ensure information is made available in various preferred formats.</p>		<p>SENDCo</p>		

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Premises Committee and formally ratified by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys in main building 2 storeys in Year 5 & 6 building 1 storey – Gym 1 storey – Nursery and Reception	None	Site Manager	
Corridor access	Double doors, single doors are wheelchair accessible. All corridors are wide and wheelchair accessible	None	Site Manager	
Lifts	None	None	-	
Parking bays	1 dedicated to disabled visitors. Staff are provided with car parking spaces in close proximity to building with easy access	None	Site Manager	
Entrances	All entrances are wide and suitable for wheelchair access	None	Site Manager	

Ramps	Ramps at the front and back of main building. Ramp for Gym. Ramp for Nursery building. Ramp at entrance to Year 5 and 6 building	None	Site Manager	
Toilets	There is access to toilets via the main entrance and playground	None	Site Manager	
Reception area	Fully accessible	None	Site Manager	
Internal signage	Complaint emergency signage	Regularly maintain signage	Site Manager	
Emergency escape routes	Fully compliant emergency escape routes. Evacuation chairs.	Ensure staff training is regularly updated	Welfare Officer	