

Sinai Jewish Primary School



Accessibility Policy and Plan

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Next Review: March 2023

Approved by:

Drafted by: Inclusion Leader

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

Purpose

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Sinai Jewish Primary School are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan is made available on the school's website and is also available in large print if required.

Duties on the school

- A duty to not discriminate against pupils for a reason related to their disability
- A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow pupils with disabilities to access the educational provision and related services at the school.

Planning duty

This includes the following three areas:

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

Increasing physical access

This involves making improvements to the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by the school; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

Increasing access to the curriculum

This involves increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

This involves improving the delivery of information to pupils with disabilities which is already provided in writing to pupils who are not disabled. This includes handouts, timetables and newsletters and ensuring this information is available in various preferred formats such as in Braille, audio tape or large print formats.

Action Plans

Alongside this policy there is an Action Plan attached relating to the above areas.

The school is committed to delivering the Action Plans within a reasonable time and in ways which are informed by the pupils' disabilities, and in consultation with them and their parents.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information before and after the pupil has started at the school.

The school will work with the external services that are involved with the pupil as required.

Complaints

If you wish to make a complaint regarding any aspect of this Plan, please refer to the school's Complaints Policy.

Review

The plan covers a three year period and will be reviewed annually with any necessary revisions and updates as necessary.

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. Accessibility Action Plan 2019-2022

Improving the Physical access and environment at Sinai Jewish Primary School

Targets	Strategies	Outcomes	Person Responsible	Timeframe	Success criteria
To ensure all new buildings and alterations are fully accessible to students with as wide a range of disabilities as possible.	Inclusive mobility summary and government legislations.	To build ramps. To provide disabled car park spaces. To have audible fire alarm. Wheelchair and disabled access to first floor.	Headteacher/ School Business Manager	July 2020	Ramps in situ to main building, nursery and reception. Audible fire alarms. Disabled parking spaces.
To look at ways of modifying the existing buildings for greater access.	To take advice from LA officers with reference to alterations and costings.	To include any suggestions in the Premises Committee and sub-committees.	Headteacher/ School Business Manager	July 2020	When undertaking improvements /refurbishments of the site or premises access arrangements of light/ colour scheme/ fixtures and fittings etc.
Future decoration of buildings to cater for visually impaired students.	To take appropriate advice with reference to guidelines and ongoing risk assessments.	Greater accessibility and comfort for students with disabilities.	Headteacher/ School Business Manager	On going	Adaptations made for pupils with specific needs when necessary.

To improve signage to some areas of the school	To look at the effectiveness of signage around the school.	To provide clear signage.	Headteacher/ School Business Manager		Information available in varied formats and displayed around the school
To make the whole school fully accessible.	To look at the use of lifts, ramps, slopes and separate access for pedestrian and vehicular use.	Full involvement with LA officials and legislation.	Headteacher/ School Business Manager	Ongoing.	Full access gained to all areas of buildings.
To develop a Sound Field System.	Developing a sound loop system in the assembly hall, gym and applicable classrooms.	Key staff to be LA specialist advisors in use the sound filed system. Termly updates and checking of equipment	Headteacher/ School Business Manager	Termly	Greater accessibility and comfort for students and parents with hearing disabilities.
The environment is adapted to the needs of pupils as required.	<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 	The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access; lighting and colour schemes; accessible fixtures and fittings.	Headteacher/ School Business Manager/ Inclusion Manager	Ongoing	Adaptations made for pupils, parents and staff with specific needs.

Improving the Curriculum Access at Sinai Jewish Primary School

Targets	Strategies	Outcomes	Person Responsible	Timeframe	Success criteria
To ensure information displayed visually whenever possible	Posters and pictures on the wall to support learning.	Visual displays in the classroom as well as in the corridors	Inclusion Manager	Ongoing	When displays are around the school
Classrooms are organised to promote their participation and independence of all pupils	<p>Children with hearing/ visual impairments to be seated near to the front of the class.</p> <p>Staff to consider needs of all children and ensure appropriate and preferred layout of furniture, seating and equipment.</p>	<p>Design of classroom ensures that lessons start on time without unnecessary interruptions to make adjustments for individual pupils.</p> <p>Design ensures maximum participation of all children with access to whiteboards and other equipment as needed.</p>	Inclusion Manager	Ongoing	Increase in access to the curriculum.
Staff to be aware of all children with disabilities	<p>Staff to be informed of children within their classes with a disability.</p> <p>Training to be given to staff as required and from a range of relevant external professionals such as the Hearing Impairment services and/or the Visual Impairment services.</p>	<p>Staff are aware and knowledgeable of the specific needs of all relevant children and can ensure that any child has equality of access to learning.</p> <p>Staff will be trained by relevant external professionals.</p>	Inclusion Manager	Termly	All children with disabilities having access to all lessons and their needs considered.

<p>To ensure reasonable adjustments are made for pupils with SEND.</p> <p>To differentiate and/or modify materials for the needs all children</p>	<p>Materials to be enlarged for children with sight difficulties.</p> <p>Coloured overlays to be used for children with specific learning difficulties as required.</p> <p>External services accessed as required.</p> <p>Physical and sensory services.</p> <p>Specialist aids and equipment used</p>	<p>Special arrangements for SATS.</p> <p>Use of IT for children with physical disabilities.</p> <p>Use of appropriate handouts.</p> <p>Audio aids.</p> <p>Picture symbols for children with language difficulties.</p>	<p>Inclusion Manager</p>	<p>Ongoing</p>	<p>SEND children supported and accessing curriculum and making progress</p>
<p>To ensure full access to the curriculum for all children</p>	<p>A differentiated curriculum for all pupils SEND i.e. use of resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources to include examples of people with disabilities.</p> <p>To improve access to after school clubs, leisure and cultural activities and school visits for pupils with SEND</p>	<p>Access to multi-sensory resources - use of scaffolds, templates, visual aids, words mats etc.</p> <p>Prioritising a number of spaces for SEND children in extra-curricular clubs</p>	<p>Inclusion Manager</p>	<p>Ongoing</p>	<p>Observations of classes to show effective differentiation and modification.</p>

Improving the Delivery of Written Information at Sinai Jewish Primary School

Targets	Strategies	Outcomes	Person Responsible	Timeframe	Success criteria
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Headteacher/ School Business Manager/ Inclusion Manager	On going	Delivery of information to those children with disabilities improved. Publications adapted and a register created for children, parents with disabilities.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically required.	All school information available for all who request it.	Headteacher/ School Business Manager /	July 2020	Delivery of school information to parents and the local community improved.

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 Board.

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	Site Manager	