



WOHL ILFORD JEWISH PRIMARY SCHOOL

ACCESSIBILITY PLAN

REVIEWED: October 2021

NEXT REVIEW: October 2024

SIGNATURE OF HEADTEACHER:

SIGNATURE OF CHAIR OF GOVERNORS:



ACCESSIBILITY PLAN

1 VISION STATEMENT

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a Committee of the Governing Body, an individual or the Headteacher at Wohl Ilford Jewish Primary School.

At Wohl Ilford Jewish Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Wohl Ilford Jewish Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to inform other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.
- 3) Wohl Ilford Jewish Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Wohl Ilford Jewish Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the

need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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 (if a school fails to do this, they are in breach of their duties under the Equalities Act 2010); 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 or auxiliary aids, computing and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain 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 within a reasonable timeframe;
- 5) The Wohl Ilford Jewish Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 - 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Curriculum Progression Skills Maps
 - Business Continuity Plan
 - Disability Equality Scheme
 - Equal Opportunities and Inclusion Statement
 - Health & Safety Policy
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - Staff Induction, Mentoring and Support
 - 8) The Accessibility Plan will be published on the school website.
 - 9) The Accessibility Plan will be monitored through the Governing Body Teaching and Standards Committee.
 - 10) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 - 11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. AIMS AND OBJECTIVES - OUR AIMS ARE:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- To improve the delivery of information to disabled pupils and parents.

Our objectives are detailed in the Action Plan below

3. CURRENT GOOD PRACTICE

We aim to ask about any disability and/or health condition in early communications with new parents and carers. In conjunction with letters home about trips and events we will in future ask about access requirements (for pupils, parents/carers and others) and will address these needs in planning for such activities.

Physical Environment

At Wohl Ilford Jewish Primary School, we have full wheelchair access to all areas of the school site. Disabled pupils would be able to participate in extra-curricular activities. Where there are particular challenges present, an Individual Access Plan (IAP)/Care Plan would be implemented. A meeting would be held with parents, class teacher, SENCo and any outside agencies supporting the child contributing to the IAP.

Curriculum

The school curriculum is adapted to meet children's individual needs. Lessons and activities are differentiated to provide children with access to learning at their appropriately challenging level. All provision, planning, teaching and learning is monitored as detailed in the school's monitoring, SEND and performance management policies.

Personal Emergency Evacuation Plan (PEEP)

- 1) Where pupils and staff have short term disabilities e.g. broken limbs, hearing loss, an individual PEEP will be completed and will be shared with all relevant parties. This may include details of:
 - Physical/electronic aids requiring adjustments to communication systems
 - Measures to ensure maximum participation in all aspects of school life including curricular and extra-curricular activities, after school clubs and educational visits
 - personalised timetabling - additional time allowed for the completion of tasks
 - Class positions/school routes
 - Staff training
 - Fire drill procedures (1:1 guide).

- 2) Actions on the PEEP will be implemented within an agreed timescale and this will be passed onto future teachers of the child/parent concerned for regular review.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. ACCESS AUDIT

The school is a two storey building with wide corridors and several access points from outside. All areas have wide door access and the hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitors include dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby, this being fully accessible to wheelchair users. There are disabled toilet facilities available in the school building. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. MANAGEMENT, COORDINATION AND IMPLEMENTATION

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. ACTION PLAN FOR ACCESSIBILITY

Target	Action	Outcome	Responsibility	Timeframe
To improve the physical access to the environment as appropriate	Complete an audit of the school building and grounds, listing changes that would be needed in the event of a pupil/staff member with a physical disability starting at the school	Problem areas will be identified for future reference and possible solutions considered	Site Manager Office Manager SENCo HT	Annual audit
To enable children with SEN or disabilities to fully access the curriculum	Audit of pupil needs and staff training requirements to meet those needs	Teachers are aware of the relevant issues and can ensure that this group has equality of access to learning. Use of other professionals has also been made available	SENCo CT LSA	Carried out annually as part of the EHCP review process
To ensure that the documentation is accessible to everyone	Review documentation with a view of ensuring accessibility for pupils/parents with SEN or a disability	Get advice on alternative formats and use of IT software to produce customised materials	Office Manager	Ongoing