



WOHL ILFORD JEWISH PRIMARY SCHOOL

ACCESSIBILITY PLAN

REVIEWED: November 2024

NEXT REVIEW: November 2027

SIGNATURE OF HEADTEACHER:

SIGNATURE OF CHAIR OF GOVERNORS:

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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 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

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

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 all of the children should feel happy, safe and valued so that they may gain a respectful, caring attitude.

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. As a voluntary-aided faith school, our pupils come from many geographical areas and we work closely with several local authorities and agencies to support access and inclusion at WIJPS.

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

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	FUTURE ACTION	INTENDED OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Audit of pupil needs and staff training requirements to meet those needs</p>	<p>Teachers will be aware of the relevant issues and can ensure that there is equality of access to learning. Other professionals will have also been consulted</p>	<p>Class teachers SENCo HT</p>		

AIM	CURRENT GOOD PRACTICE	FUTURE ACTION	INTENDED OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>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 particular physical disability starting at the school</p>	<p>Problem areas will be identified and a range of possible solutions considered</p>	<p>Caretaker SBM / Health and safety lead SENCo HT</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Large print resources • Coloured overlays/different coloured background paper eg: for worksheets 	<p>Review documentation with a view to ensuring accessibility for pupils/parents/staff with SEN or a disability</p> <p>Seek advice on alternative formats / use of technology to produce customisable alternatives</p> <p>Consider: Internal signage / Braille / Induction loop</p>	<p>All stakeholders will have information delivered in the most effective way to suit their individual needs.</p>	<p>SBM SENCo HT</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 reviewed by the headteacher.

It will be approved by the governing body.

5. Links with other policies

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

- Health and safety policy
- Public sector equality duty statement
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy