

1. AIMS

- 1.1 At Beis Yaakov Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Beis Yaakov Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. Our school is also committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

- 1.2 This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three required areas:
- increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.3 It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The plan will be made available on the school website, and paper copies are available upon request.

2. LEGISLATION and GUIDANCE

- 2.1 This document meets the requirements of the Department for Education (DfE) [schedule 10 of 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.

MAIN PRIORITIES IN THE SCHOOL PLANS

This plan sets out the aims of the Governing Body of the school to increase access to education for disabled pupils in accordance with the Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to enable disabled pupils to take better advantage of educations and associated services;

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- improving the availability of equipment and accessible information to disabled pupils.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- Within the school there is a dedicated Risk Assessment Lead who liaises with Senior Leaders and the SENDCO.
- The SENDCO has an overview of the needs of disabled pupils.
- There are high expectations for all pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

INFORMATION FROM PUPIL DATA

We currently have a whole range of children of all backgrounds, needs and abilities.

- Medical needs including: asthma, eczema, food allergies, diabetes;
- hearing and visual impairments;
- ADHD;
- ASD;
- Hyper-mobility;
- a range of social and emotional needs.

4.2 We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

4.3 We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

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 SENDCO and Headteacher. It will be approved by the Chair of Governors.

Links with other policies

The Beis Yaakov Primary School Accessibility policy should be read in conjunction with the following school policies:

- Inclusion policy
- Curriculum Intent Documents
- Behaviour Policy
- School Improvement Plan
- Equalities and Diversity Policy
- Health and Safety Policy

ACTION PLAN

1. Improving participation in the curriculum					
TARGET / ISSUE	LEAD	STRATEGY / ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Training for staff on increasing access to the curriculum for all students and removing potential barriers.	SENDCo; Subject Leaders	In-house training from SENCo, MH Lead and Subject Leads, as well as external training from Educational Psychologist, Inclusion Advisory Team, Autism Advisory Team, OT and Speech and Language Therapists. SENCo works with individual staff to remove barriers to learning, e.g. seating, enlarging print, supporting sensory needs. Yearly medical training: epi-pen & asthma – all staff, as well as diabetes for relevant staff. Policy for medical conditions to be updated.	Staff training sessions. Meetings with individual staff. NHS staff for medical training.	Ongoing – reviewed yearly	Training is planned and attended by staff. Staff have responded to training, and able to understand potential barriers and can accommodate removal of these barriers.
Appropriate use of intervention and their success and impact on progress	SENDCo	SENDCo to review interventions termly for impact and progression. Staff training on how to appropriately deliver interventions.	Impact Meeting notes. Training sessions.	Ongoing – reviewed yearly	Interventions are monitored, reviewed, and changes made where necessary. Support staff understand how to deliver interventions.
Effective Communication and engagement with parents	Headteacher; SENDCo; SLT	Curriculum Evenings in the autumn term, followed by Parent Evenings in the Autumn and Spring Term. Termly Support Plan meetings with parents of children with EHCPs as well as vulnerable children (if appropriate)	Training sessions. Meetings diarised and rooms available.	Ongoing	Increased engagement of parents.
Appropriate use of specialized equipment to benefit individual pupils and staff and improve participation.	SENDCo	Laptops and tablets available to support children with specific difficulties. Classroom accommodations, including wobble cushions, sloping boards, pencil grips and beanbags used for specific pupils. Coloured overlays or coloured paper for pupils with visual/dyslexic needs	Audit of equipment. Budget for resources. Training/advise from specialists.	Ongoing – reviewed yearly	SEND pupils have appropriate equipment and resources which support their learning and remove barriers to learning

Curriculum resources include examples of people with disabilities	SLT; Subject Leads	Subject Leads, particularly English, to actively seek out additional books and resources that meet this need. This is running concurrently with the process of updating and increasing classroom libraries.	English Budget Other curriculum budget	July 2024 Subsequently, when new resources are purchased.	Resources which reflect the variety of disabilities
Pupils with English as an Additional Language who are new to the school and cannot access the curriculum	Curriculum Lead	Resources to be identified to support pupils. Work with parents to support pupil catchup. SENDCO to ensure that EAL pupils receive appropriate support to learn English and access the curriculum.	Budget for EAL resources. Extra adult support as needed.	As necessary	Pupil accessing classwork without additional support.

2. Improving Physical Environment

TARGET / ISSUE	LEAD	STRATEGY / ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Maintain safe access round the interior and exterior of the school	Headteacher And Operations Manager	Ensure all areas are safe and cleared to ensure that children are safe and walkways and other areas are clear. Reporting system in place so that usual wear and tear, and repairs can be addressed.	Regular building monitoring. Reporting system in place. Bank of specialists and tradespeople to fix and maintain school systems.	Ongoing	There is safe access throughout the school
Ensure that all trips are accessible for pupils with learning or physical disabilities.	Risk Assessment Lead	Ensure that all children are included in risk assessments and appropriate support put in place so that all children can access trips fully. Pre-visits where relevant.	Risk Assessments Pre-visits Forward Planning	Yearly	School trips are accessible for all pupils.
Ensure that all pupils feel safe and involved at playtimes	Pastoral Lead, Headteacher	Break duty staff to encourage children to join in games. Social skills and structured play for pupils identified as needing more support in this area.	Play equipment Social skills groups	Ongoing: new peer mediators & play leaders	Pupils feel safe in school. Pupils attend Time to Talk sessions. Peer Mediators and Play

		Peer mediators and play leaders to support pupils to have someone they can talk to.	Time to Talk groups Training for Peer Mediators and Play Leaders	trained yearly. Time to Talk: one year pilot, continue or adapt based on feedback.	Leader logs show that pupils are accessing these options.
To provide a calm space for neurodiverse pupils and those with SEMH needs to relax and regulate	Pastoral Lead SENDCo	Develop area and resources to make it more suitable for current cohort's needs. SEND team to research options available. Check costings and resources	Money for resources Available space Training staff and pupils in using space appropriately.	One year, then ongoing to maintain.	Relevant pupils have strategies, space and resource to relax and regulate. These pupils can return to class, ready to learn.
3. Improving accessibility of information					
TARGET / ISSUE	LEAD	STRATEGY / ACTION	RESOURCES	TIMESCALE	SUCCESS CRITERIA
Availability of written material in alternative formats	Headteacher Curriculum Lead SENDCo	Improve alternative formats for pupils who have difficulty in accessing written material. Curriculum lead to provide a reader, extra time, and/or a scribe for assessments. SENDCo to research and purchase assistive technology, such as tablets and laptops, with text-to-speech facilities. Teachers to ensure that relevant pupils access the curriculum and its resources in alternative formats according to their needs.	Staff to provide access arrangements Assistive technology: devices and software	Ongoing.	Pupils will have the appropriate access arrangements for tests. Pupils will use assistive technology where appropriate to access written material.
Ensure written materials are available in alternative formats	Office manager	Ensure office staff are able to use google translate to translate any written letters and newsletters. Reaching out to parents who have a known language difficulty to ensure they understand communications from school. Ensure parents with visual impairments can access policies through either assistive technology or enlargements of papers.	Google translate Knowledge of relevant assistive technology	Ongoing, as needed	Parents are able to access all information

Ratified by the Governing Body

Signed:  Date: 1st June 2023
Chair of Governors

This policy will be reviewed on or before the following date: 1st June 2026