

**Accessibility Policy/Plan**

**January 2018 – January 2021**

**(Reviewed annually, revised every three years)**

1. **Purpose and Direction of the plan:**

North West London Jewish Day School’s Vision and Values, and the Policies on Equality and Special Educational Needs have guided the preparation of this Accessibility Plan.

The aim of The Accessibility Plan is to work, year by year, on activities that

improve the school premises and services to meet and match the statements

in these documents. It is also the aim of The Accessibility Plan to plan initial

and refresher training for staff to ensure that their activities meet and match

statements in the above documents.

Information on the statutory duties that the school is meeting with this plan is

available at:

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

It is the duty of the Senior Leadership Team and Governors to monitor the

successful implementation of The Accessibility Plan

Success criteria include:

• Completion of planned activities

• Satisfactory measurement of the effectiveness of activities

• Reductions in any complaints about accessibility in the school

1. **Information from pupil data and school audit**

As at January 2018, North West London Jewish Day School has:

• 10 pupils with Education Health and Care Plans

• 133 pupils are bilingual

• Parents/carers are asked about any special needs they have when

their child enters school.

• The office compiles a list of all parents/carers/staff that have special medical

needs

• Surveys of parents seek opinions on the accessibility aspects of the

school and also offer parents alternative ways of answering the

survey

**3. Views of those consulted during the development of the plan:**

**North West London Jewish Day School**

Head teacher and ECMco (Miss Judith Caplan and Mrs Madeleine Bendell), Assistant ECMcos (Mrs Sara Halter and Mrs Danielle Stone) and Governors have been consulted about the development of this Accessibility Plan.

The parents and carers survey includes questions about accessibility.

**4. The Main Priorities of the Accessibility Plan**

• General

* Governors and staff to maintain their awareness of the

implications of the Disability Discrimination Act for the Disability

and Equality Duty (DED)

* Utilise the equality checklist when reviewing policies
* All School Development Plan projects to meet requirements of

the Disability Equality Duty

• Curriculum

* All teachers, LSAs, volunteers maintain their awareness of the

Disability Equality Duty in relation to equality of access to

curriculum including trips and after school activities

* As children’s special needs are identified, appropriate measures

are put in place, using expert advice where necessary, to

develop the children as independent learners within the bounds

of their disability

* SLT monitors the ongoing achievement of any child identified as

needing special intervention because of their Special needs.

• Physical Environment

* All staff maintain their awareness about ensuring the

accessibility of the physical environment

* Any new work on buildings and outdoor areas is fully in line with

the DED

* Health and Safety audit monitors accessibility and medical

needs and plans are put in place to make good any deficiencies.

• Communications

* The school maintains a record of all pupils' and adults

accessibility needs.

* All school communications meet the requirements of the DED
* Fire alarm procedures are audited in line with the DED
* Parents and carers views are sought in line with the DED

**Making it happen**

• Management

* See the Accessibility Project Plan for details of activities and

success criteria.

* The Head teacher and ECM Team are responsible for management of the Plan.

• Implementation

* The Accessibility Plan will be monitored by the Governors. A report will be made on the Accessibility Plan annually as part of governors’ overall monitoring.

**5. Publication and availability of the plan**

The Accessibility Plan will be made available in the Governors' Information, on the school website and in the school policies folder.

**North West London Jewish Day School**

**Accessibility Plan 2018 - 2021**

**INCREASING ACCESSIBILTY**

**STRAND A – GENERAL**

|  |  |  |  |  |  |
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|  | **Targets** | **Activities** | **Time Frame** | **Monitoring** | **Success Criteria** |
| **Vision** | That the school values equality and accessibility and actively seeks to make itself a place of equal opportunity through accessibility for all. | Auditing of coordinators’ policies. | Ongoing | Curriculum coordinator and Head teacher | Children are able to access the curriculum and feel they have every opportunity of doing so. |
| **SHORT TERM** | Audit of all curriculum policies.  SEN children to have their own iPad for staff to use for their interventions | Curriculum coordinator askes for an explicit statement about equality from each coordinators’ policy.  ECM Team to order iPads and liaise with professionals as to good apps | January 2019  January 2019 | Curriculum coordinator  ECM Team and IT leader ensure this is being used to its fullest potential | All policies are updated and reviewed  Children with  difficulties can use  computers  independently |
| **MEDIUM TERM** | Core subjects of English maths science and ICT are audited and written with an explicit statement valuing equality and ensuring accessibility  Staff get training on how to use ICT in order to improve their access to the curriculum | Curriculum coordinator askes for an explicit statement about equality from each coordinator policy.  ECM Team arranges training sessions with ICT coordinator to ensure staff are able to use iPad. | September 2018  September 2018 | Curriculum coordinator  ICT coordinator and ECM Team | All core subjects have a new policy explicitly expresses these values and is shared by staff.  Children are able to access and accelerate their learning through the use of the iPad. |
| **LONG TERM** | Curriculum policy to  include explicit statements  on equality with the aim of  developing all children as  independent learners  within the boundaries of  any limitations they may have.  Any child that could develop from ICT to accelerate their learning is given that opportunity . | Utilise the equality checklist  (Personnel 3A) in reviewing  the school’s overall  Curriculum policy.  Communicate new policy and  implications to school staff.  Any child who needs is given ICT equipment with staff trained on how to use this fully. | 2018  2018 | Curriculum coordinator to monitor this.  ECM Team and IT coordinator. | New policy explicitly expresses these values and is shared by staff.  Children who are given the opportunity to use ICT provisions are able to accelerate their learning. |

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**STRAND B – CURRICULUM**

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|  | **Targets** | **Activities** | **Time Frame** | **Monitoring** | **Success Criteria** |
| **Vision** | Children with EHCPs and  SEN support access the curriculum at the  appropriate level | Children with SEN have  Individual Education Plans  including support from  Teaching Assistants as appropriate. Teachers  differentiate the curriculum to  ensure pupils can access it at  their own level | Ongoing | ECM Team and SLT  monitor IEPs and  their implementation.  ECM Team and HT  reports keep  Governors informed | Children with SEN  make expected  progress in their  learning. |
| **SHORT TERM** | Ensure medical records are all up to date and all medication are in date.  Pupil progress monitors EAL children’s understanding in class and will update provisions where necessary. | Teacher ensure this – Ordered by Rabbi Broader (Head of Health and Safety).  EAL co-ordinator to sit with class teachers and discuss. | Mrs Worth (Welfare) - Every Half term  Half term | Head teacher  includes accessibility  considerations in her review of each trip risk assessment  Assessment Co-ordinator/ECM Team  includes  monitoring of EAL  children’s on-going  progress and reports to  governors | No trip risk  assessment is  returned to teacher  for review  EAL children are  quickly assimilated  into full school life  and they make good progress in their learning. |
| **MEDIUM TERM** | All school trips are fully accessible  Provisions are put in place to ensure EAL children can access the curriculum (see Accelerate Learning) | Teachers completing the trip risk assessment include  consideration of the  accessibility of the trip  EAL and assessment coordinator monitor this and feedback to staff | On going  Yearly | ECM Team and KS leaders feedback to  HT and governors  through their reports  EAL and assessment coordinator monitor this and feedback to staff | All pupils being able to access all trips  Accelerated Learning sessions are put in place and this is communicated to parents to ensure their progress throughout the year is good. |
| **LONG TERM** | All outings are stimulating and engaging for all students and actively encourage equality.  Children without good understanding of English are supported in their  Learning. | Teachers take time to plan and assess the value of trips.  Develop a personal plan of  support (including Accelerated Learning) with advice from LDP  specialists and following the  recommendations in the EAL  welcome pack | During the summer term, review trips for the year ahead.  Ongoing | Head teacher to give feedback and take into account parental opinion.  Assessment Co-ordinator/ECMCo  includes  monitoring of EAL  children’s on-going  progress and reports to  governors | Children will see equal opportunity (accessibility as a positive and not as a negative) and will benefit from educational and stimulating trips.  At the end of Year 6 children will be ready to access secondary school having successfully achieved and negotiated primary school. |

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**STRAND C – PREMISES**

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|  | **Targets** | **Activities** | **Time Frame** | **Monitoring** | **Success Criteria** |
| **Vision** | That our premises accommodate the learning of all children no matter ability. | Head teacher and ECM Team ensure rooms are being used to their fullest potential | Ongoing | Head teacher and ECM Team | Premises are used to its fullest potential to ensure all students are able to learn with a stimulating environment. |
| **SHORT TERM** | Provision for audio or  visual support will be  implemented if a child in  school has these  difficulties  To Maintain and utilise our new Every Child Matters Centre to its fullest potential. | Advice will be sought from  the Sensory Advisory  Teacher  Timetabled by ECM Team at the beginning of each academic year and subject to change to reflect pupil change of needs and response to intervention | As required  Ongoing | ECM Team  ECM Team | Children with VI or HI (or any disability) have appropriate provision.  All rooms utilised to provide children with the support and space they need. |
| **MEDIUM TERM** | Regularly monitor and survey children to see if they have visual or auditory impairments | ECM Team will liaise with parents and teachers and if anything comes up will seek assistance from professionals. | Termly | ECM Team | Children will be identified and provisions will be put in place |
| **LONG TERM** | School would be able to provide new pupils with a plan to help them integrate comfortably into the school if they have visual or auditory disabilities. | Advice will be sought from  the Sensory Advisory  Teacher | Ongoing | ECM Team | All children will be able to integrate successfully through school. |

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**STRAND D – COMMUNICATION**

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|  | **Targets** | **Activities** | **Time Frame** | **Monitoring** | **Success Criteria** |
| **Vision** | In addition to the  curriculum activities:  If a child has specific  disabilities, modifications  are made to ensure the child’s safety and progress  as an independent learner. | Parents and specialist  advisers are consulted about  the specific changes that are required. | As required | As required | Child, parents and  specialist advisers  content with new  provisions |
| **SHORT TERM** | Bring in ABA specialists, VI/HI/ASD specialist teachers etc to work directly with children who need it. | Parents and specialist  advisers are consulted about  specific changes that are required. | Ongoing | Specialists from outside attending school regularly to visit pupils, deliver intervention and train staff. In addition reports are shared with teaching teams/parents regularly so that all parties have the most up to date relevant targets for pupils thus ensuring constant progression for pupils. | Child, parents and  specialist advisers  content with new  provision and all aware of targets and how best to support pupils using specific strategies. |
| **MEDIUM TERM** | ABA/HI/VI/ASD specialists etc disseminate strategies and tactics to use for other staff members. | Parents and specialist  advisers are consulted about  specific changes that are required. | Ongoing | ECM Team | Staff have a positive feedback feeling that they are working together with all specialists and understand the targets/strategies that need to be used to support pupils with their progression. |
| **LONG TERM** | These children will successfully be able to negotiate through KS1 and KS2. | Parents and specialist  advisers are consulted about  specific changes that are required. | Ongoing | As required | Child, parents and  specialist advisers  content with  provisions. |