



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

2. 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 ACCESSIBILITY
STRAND A – GENERAL

	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.	Curriculum coordinator asks for an explicit statement about equality from each coordinators' policy.	January 2019	Curriculum coordinator	All policies are updated and reviewed
	SEN children to have their own iPad for staff to use for their interventions	ECM Team to order iPads and liaise with	January 2019	ECM Team and IT leader ensure this is being used to its	Children with difficulties can use computers independently

		professionals as to good apps		fullest potential	
MEDIUM TERM	Core subjects of English maths science and ICT are audited and written with an explicit statement valuing equality and ensuring accessibility	Curriculum coordinator asks for an explicit statement about equality from each coordinator policy.	September 2018	Curriculum coordinator	All core subjects have a new policy explicitly expresses these values and is shared by staff.
	Staff get training on how to use ICT in order to improve their access to the curriculum	ECM Team arranges training sessions with ICT coordinator to ensure staff are able to use iPad.	September 2018	ICT coordinator and ECM Team	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	Utilise the equality checklist (Personnel 3A) in reviewing the school's overall Curriculum policy. Communicate new policy and implications to school staff.	2018	Curriculum coordinator to monitor this.	New policy explicitly expresses these values and is shared by staff.

	<p>any limitations they may have.</p> <p>Any child that could develop from ICT to accelerate their learning is given that opportunity .</p>	<p>Any child who needs is given ICT equipment with staff trained on how to use this fully.</p>	<p>2018</p>	<p>ECM Team and IT coordinator.</p>	<p>Children who are given the opportunity to use ICT provisions are able to accelerate their learning.</p>
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North West London Jewish Day School
Accessibility Plan 2018 - 2021

**INCREASING ACCESSIBILITY
STRAND B – CURRICULUM**

	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	Teacher ensure this – Ordered by Rabbi Broader (Head of Health and Safety). EAL co-ordinator to sit with class	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	No trip risk assessment is returned to teacher for review EAL children are quickly assimilated

	children's understanding in class and will update provisions where necessary.	teachers and discuss.		Team includes monitoring of EAL children's on-going progress and reports to governors	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	Teachers take time	During the summer	Head teacher to	Children will see

	<p>stimulating and engaging for all students and actively encourage equality.</p> <p>Children without good understanding of English are supported in their Learning.</p>	<p>to plan and assess the value of trips.</p> <p>Develop a personal plan of support (including Accelerated Learning) with advice from LDP specialists and following the recommendations in the EAL welcome pack</p>	<p>term, review trips for the year ahead.</p> <p>Ongoing</p>	<p>give feedback and take into account parental opinion.</p> <p>Assessment Co-ordinator/ECMCo includes monitoring of EAL children's on-going progress and reports to governors</p>	<p>equal opportunity (accessibility as a positive and not as a negative) and will benefit from educational and stimulating trips.</p> <p>At the end of Year 6 children will be ready to access secondary school having successfully achieved and negotiated primary school.</p>
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North West London Jewish Day School
Accessibility Plan 2018 - 2021

INCREASING ACCESSIBILITY
STRAND C – PREMISES

	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	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.

		response to intervention			
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.

Accessibility Plan 2018 – 2021

**INCREASING ACCESSIBILITY
STRAND D – COMMUNICATION**

	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	Child, parents and specialist advisers content with new provision and all aware of targets and how best to support pupils using specific strategies.

				regularly so that all parties have the most up to date relevant targets for pupils thus ensuring constant progression for pupils.	
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.