

Statement:	Accessibility plan
This statement was approved:	September 2025
This statement will be reviewed:	September 2028 (Reviewed annually and revised every 3 years)
Governor committee responsibility:	Full Governing Body

At North West London Jewish Day School (NWLJDS) our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure we recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

NWLJDS 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; and respects the parents' and child's right to confidentiality.

The NWLJDS Accessibility Plan shows how access to the building and learning is to be improved for pupils with disabilities as well as staff and visitors to the school. These improvements are to be achieved within a three-year time frame.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 schools visits – it also covers the provision of specialist or auxiliary aids 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The NWLJDS Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. We will continue to raise awareness of equality issues, with reference to the Equality Act 2010, through staff and governor training.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Senior Leaders**
- **SENCo**
- **School Business Manager**
- **Site Manager**

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Premises Governor, Arnie Kosiner and James Schuldenfrei.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

A plan of the school buildings showing areas of accessibility is shown below

**North West Jewish Day School,
Willesden Lane, NW6 7PP**



Approx. Gross Internal Area **23619 Sq Ft - 2194.19 Sq M**
(Excluding Void)

For Illustration Purposes Only - Not To Scale

This floor plan should be used as a general outline for guidance only and does not constitute in whole or in part an offer or contract. Any intending purchaser or lessee should satisfy themselves by inspection, searches, enquiries and full survey as to the correctness of each statement. Any areas, measurements or distances quoted are approximate and should not be used to value a property or be the basis of any sale or let.

North West London Jewish Day School

ACCESSIBILITY PLAN

Physical Access

Progress achieved in 2022-2025

- Maintained accessible toilet equipment/resources
- Assessed and evaluated ability for children to access emergency drills

Access	Item	Activity	Timescale	Cost	Evaluation
1.	Alternative Teaching Space/Sensory Room for children who cannot access classroom full time.	Resource and organise alternative classroom (attached to lunch hall) so it is accessible for small 1:1 or 2:1 teaching in quiet/calm environment	By end of January 2026 room needs to be readily available for children with complex needs in Reception/Year 1/Year 2 who struggle to access classroom learning. Additional resources to support learning to be funded/purchased by end of Spring Term	SENCo time – to organise and prepare classroom £200 for additional resources	
2.	Setting up “quiet zones/spaces” in classroom and outside classroom door for children who need support with emotional regulation	Resource and organise spaces in/out of classroom – priority for Y2	Immediate implementation and regular monitoring	Small cost for resources (e.g. sand timers, stickers to mark quiet zone, black out cover, weighted blanket, sensory calming tools)s	

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ACCESSIBILITY PLAN

Curriculum Access

Progress achieved between 2022 and 2025:

- SEN Provision maps are updated termly. However, discussion about best tools to use as there are difficulties/limitations using Excel. Exploring options such as SIMS Next Generation.
- Accessibility boxes for classes: purchased a large set of wobble cushions to be used across the school and some coloured overlays and other resources when required for individual children. Small resources such as pencil grips often need replenished regularly.
- Training has been delivered to staff: epilepsy training, intimate care training, hearing impairment training, as well as access to Brent training when applicable (SaLT, OT, Advisory Team). Staff have also accessed training from SEND Station for precision teaching.

Access	Item	Activity	Timesc	Cost	Evaluation
1.	Provision Maps	SENCOs to evaluate and implement best format used for Provision mapping for most effective monitoring of data which can be easily edited over time.	Termly 2025-2028	Potential cost for platform (e.g. SIMS Next Gen)	
2.	Resources	SENCOs to evaluate and request which resources are needed to help implement adaptive teaching across the school (including for pupils with genetic condition – Cornelia de Lange, global developmental delay (additional class resources; access to online programmes/interventions), dyslexia (Barrington Stoke Books, Scanning Pens)		Barrington Stoke Books for KS1 & KS2 (£250) Online intervention programmes (e.g. Reading Eggs, Maths, language) – range of costs depending on programme – approx. £500-£1000 Scanning Pens (£300 per pen) Resources for reception/Y1 (£200)	

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ACCESSIBILITY PLAN

3.	Training & links	Provide appropriate and relevant ongoing training to all staff on matters of inclusion – Hearing Impairment, Autism, Epilepsy, Speech Therapy – Communication Keys, Behaviour	Ongoing each year depending on staff confidence/competency	Access free training when possible via NHS, BOAT, Brent Training opportunities online via Noodle Now, National College, SEND Station (£200 per year)	
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Written Information Access

Progress achieved between 2022 and 2025:

- Updated pages to the NWLJDS website for SEN and Wellbeing [Inclusion/SEND at NWLJDS – North West London](#)
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Access	Item	Activity	Timescale	Cost	Evaluation
1.	Clear, straight forward and simple communication with parents and community	<p>Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website.</p> <p>Language used is simple with any education terms/jargon avoided or clearly explained.</p> <p>Parent guides produced & parents sessions run for key areas</p> <p>Admin & teaching staff aware of individual who may need information explaining directly or personally.</p> <p>Parents who are separated to ensure communication is given to both mum and dad.</p> <p>Ensure all parents/carers have access to the information the school gives out. Ask them what is their chosen method of communication for them so their needs can be met.</p> <p>Communication can be made available in different languages if appropriate.</p>	September 2025 and ongoing		

2.	Varied forms of communication across different platforms	Updated website for parents to access Regular meetings offered with parents who may struggle accessing written communication	September 2025		
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