

Leeds Jewish Free School

Accessibility Policy

July 2016

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1.0 Roles and Responsibilities

The Governing Body of Leeds Jewish Free School have given responsibility for implementation of this policy to the Executive Headteacher.

Suggested Audience

Governors, all school staff, parents and students.

As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the procedures outlined in this policy.

Future changes as a result of new legislation and guidance from other national bodies will also form part of a programme of Continuing Professional Development.

Related Policies

This policy is one of a suite of policies which should also be referred to:

Equality Policy

Equal Opportunities for students

Introduction

Leeds Jewish Free School (LJFS) is an inclusive school, welcoming all students, whatever their ability, need or background, set within the ethos and practices of the Orthodox Jewish faith.

The school will take all reasonable and practical steps to ensure that every student has full access to a broad, balanced and relevant curriculum, which is compellingly taught by inspiring professionals.

This accessibility policy will be further developed in collaboration with other members of the school community to ensure that stakeholders' views influence the school's actions and priorities.

5.0 Aims and objectives

Leeds Jewish Free School will take every reasonable step to ensure that all students have full access to the curriculum and learning opportunities provided by this school.

The Governing Body will ensure that disabled students and staff are treated fairly and not disadvantaged wherever possible.

The Governing Body will use its resources efficiently to make reasonable and sensible adjustments, to ensure disabled students and staff have maximum access to the school's resources.

6.0 Introduction

LJFS will comply with all aspects of the Equality Act (2010) and make plans, in collaboration with its school community to:

Ensure increased access for disabled students to the curriculum. By 'curriculum' we mean

teaching and learning as part of the timetabled school day, the extended curriculum, which includes enrichment activities at the end of the day or at weekends, in holidays and, on school visits, trips and residential.

Ensure improved physical access to the physical environment of the school. This refers to access and egress, washing and toileting, dining and access to major curriculum areas.

Ensure reviewing and where relevant, improving the delivery of written information to disabled students, staff and parents. The school will make every effort, through the use of digital technologies, translation services and assisted services (such as Braille) to ensure that every student, member of staff and parent has access to information; presented clearly and when required.

7.0 Accessibility Plan

Leeds Jewish Free School will prepare an accessibility plan, in collaboration with students, staff, parents and community members which will identify short-term (completed within one year), medium-term (completed within three years) and long-term (completed within five years) plans.

Three principal areas have been identified which form important elements in the school's accessibility plan:

School Building: an audit will be carried out to check accessibility to all parts of the school building. This will help to prioritise access issues around the physical environment. It will suggest targets for achieving these targets that can be included in the accessibility plan.

Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Improve the awareness of staff, students, parents and Governors around the access needs of key stakeholders. The school will start by ensuring that all its disabled students have full access to the curriculum and the information they need to progress. This will include attainment targets and progress reports. The school will seek comments from students, parents and staff once each term, through the use of anonymous questionnaires on access arrangements and future needs. The school will also work with local primary schools to identify any future access needs, so that longer-term arrangements can be sustainably planned.

The Accessibility Plan will be appended to annual School Development Plans to ensure that provision is planned within a whole-school context.

8.0 Monitoring and Review

The **Executive Headteacher** will provide the Governing Body with an update on the implementation of the school's accessibility policy and plan annually or when adjustments are required to be made. The update will not contain any information which would enable any individual to be identified.

9.0 Approval by Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Signed: _____ Dan Cohen _____
(Chair of Governing Body)

Date: _____ 1st July 2016 _____

Review date: _____ 1st July 2017 _____

End of statement

Leeds Jewish Free School Accessibility Plan 2013 – 2018 (To be reviewed and updated annually)

Improving access to the physical environment of the school

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term (To be completed by July 2014)	1. School is aware of the access needs of disabled children. □□□ 2. School staff are aware of access issues. □□□□	a) Create access plans for individual disabled children as part of IEP process. □□□ a) Provide information and training on disability equality for all staff. □□□ Executive HT or nominee will agree plans with the Construction Company to maximise access. □	COMPLETE D□□□□CO MPLETED□ □□□COMPL ETED□□	SENCo□□□ □□Exec HT /governing body□□□□E xec HT /governing body□□	Individual plans in place for all disabled students and all staff aware of all access needs. □□ Raised confidence of staff and governors in commitment to meet access needs. □□Construction works do not affect students' or staff access to physical environment. □
Medium Term	1. Review existing building and external social areas to audit access for students or parents in wheelchairs. Include access to dining and refreshments.	a. With recent completion of construction work, this should not be an issue. With the support of disabled parents or student, a practical review of access is carried out to identify any areas for	By July 2016	Deputy HT	An annotated plan defines areas where additional provision or amendments could be made. This will result in improved access for all groups to the school's facilities.

		improvement.			
	Audit of new school building should indicate that present users are will be able to navigate themselves around the school with minimal help.		SENCo	Where required, new or revised signing will help parents and students to more efficiently access all parts of the school's learning resources.	
	To be completed in collaboration with school community.				
Long Term	1. Audit internal decoration to ensure that students on the Autistic spectrum are able and comfortable to access and work in all areas of the school.	a. School will seek the advice of the National Autistic Society. □ b. Areas where ASD students may feel uncomfortable are identified. □ c. Organise repaint of poorest areas.	By July 2018	a. SENCo □ □ □ b. Deputy HT □ □ □ c. Exec HT	Students with ASD will have greater levels of well-being and comfort, leading to increased concentration and, progress.

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term (To be completed by July 2014)	1. Improve ability of staff to differentiate learning tasks more effectively.	a. Audit staff competency through Quality Assurance programme / lesson observation. □ b. Provide CPD to address issues identified.	COMPLETE D	a. Deputy HT □ □ □ b. Deputy HT	Improved competence & confidence of staff, leading to improved quality of teaching.
	a. Audit staff needs through PM process. □ b. Organise relevant training for all TAs, looking at one element.	COMPLETE D	a. Exec HT □ □ b. Exec HT	Improved competence and confidence of TAs to support students more effectively.	
	To be completed in collaboration with school community.				
Medium Term	1. Ensure all staff can use systems to improve their communication skills e.g. Sound Field systems and dedicated ICT resources.	a. Audit of present staff capability in this area to identify key areas. □ b. Organise CPD to address these issues.	By July 2016	a. SENCo □ □ □ b. Deputy HT	Improved ability of staff to provide clearer communication, leading to improved student understanding and progress.
	a. Working with education provider, carry out an audit to	By July 2016	a. Deputy HT □ □ □ □ □ b. Deputy HT	Improved provision for all students, most notably those with	

	discover arrangements for SEND students in schemes of work. □ b. Where necessary, redraft SoWs to include differentiation strategies and include.			SEND.	
	To be completed in collaboration with school community.				
Long Term	1. Audit present provision to review disabled students' access to extra-curricular provision including trips and residential.	a. Review of students accessing enrichment, trips and visits to be carried out for a period of time. □ b. Participation analysed to indicate activities which disabled students are not involved in. □ c. Activities reviewed in light of review and analysis.	□ □ □ □ □ By July 2018	a and b. Deputy HT	A revised programme of enrichment implemented which attracts and involves more students, leading to increased enjoyment and health.

Improving access to information

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term (To be completed by July 2014)	1. Review present information provided to students and parents.	a. Organise reading age check on information to ensure it is clear. <input type="checkbox"/> b. Review school website and policies to ensure the information is accessible by people who either have a disability or who do not have a good grasp of English. <input type="checkbox"/> c. Make enquiries to produce key school documents e.g. prospectus, admissions docs, newsletters in Braille or large print.	Ongoing	a. SENCo <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> b. Deputy HT <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> c. Deputy HT	a. Report submitted to Governors. <input type="checkbox"/> b. Website re-designed if necessary. <input type="checkbox"/> <input type="checkbox"/> c. Costed quotation prepared.
	a. Distribute information and arrange for INSET on this. <input type="checkbox"/> b. Include dyslexia training.	Ongoing	a. Deputy HT <input type="checkbox"/> <input type="checkbox"/> b. Deputy HT	Staff apply this information to worksheets.	
	To be completed in collaboration				

	with school community.				
Medium Term	1. Introduce British Sign Language into school.	a. Invite a speaker from the RNID to speak to students on deafness. □ b. Invite a trainer to work with interested staff (and students) in an after-school club. □ c. Offer BSL facilitation at all school events. □ d. Work with Penny Fields SILC on a BSL production.	By July 2016	a. SENCo □ □ □ b. Deputy HT □ □ c. Exec HT □ □ d. SENCo	a. Students have greater awareness. □ b. Proficiency in BSL increased. □ c. Improved access for deaf parents. □ d. School production.
	a. Seek advice and support from relevant charities and organisations e.g. RNIB. □ b. Organise re-design and review prose to ensure prospectus is welcoming to all students.	By July 2016	a. Deputy HT □ □ □ b. Deputy HT	a. School is more aware of any issues. □ b. More accessible and attractive prospectus.	
	To be completed in collaboration with school community.				
Long Term	1. Review students' learning styles, so that	a. Students undertake proprietary diagnostic	By July 2018	a. Deputy HT □ □ □ b. Deputy HT	Students become more aware of their preferred

	they learn more effectively.	testing to identify their preferred learning styles.□b. Staff CPD to provide greater awareness on this. Lesson planning to include activities which are equally VAK-friendly (and SoWs in time).			learning style and as a result, make stronger progress and enjoy learning more.

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