



Leeds Jewish Free School

Accessibility Policy

Approved by:	Governing Body	Date: November 2025
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1.0 Introduction

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

2.0 Roles and Responsibilities

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

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

3.0 Related Policies

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

4.0 Context

We are a Jewish faith free school for children who age from 11 years to 16 years. The school comprises of 1 building covering an average site, mostly of a two storey construction.

In the year 2025, we have 126 students on site including 3 students identified as having a disability under the given definition.

5.0 Aims and objectives

Leeds Jewish Free School set out 11 years ago to build and grow a vibrant Jewish secondary school in Leeds offering a first-class education.

Our Orthodox Jewish values and ethos, offer a caring, supportive environment which is reinforced by high standards of behaviour, allowing each and every child to develop a lifelong love of learning.

We believe in small class sizes and a balanced curriculum that will help develop a wide range of skill sets to ensure stability and flexibility of learning.

We have the very highest expectations of both staff and students.

We balance individuality with collaboration, helping all students to discover what they love and a direction that will help them flourish in life. Preparing students for every stage of their school life and beyond is paramount. We ensure that the curriculum is matched to student needs and that every student is set challenging targets – both for academic work and for personal development.

6.1 Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Executive Headteacher**
- **SENCO**
- **Parents**
- **Students**

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

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

7.1 Accessing the School's Accessibility Plan

All staff, governors, parents, students will be able to access this policy through the school website.

The Accessibility Plan may be read in conjunction with some of the following policies, strategies and documents:

- Curriculum information
- Equal Opportunities and Diversity
- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEND Information Report.

The School's Complaints Procedure covers the Accessibility Plan.

8.0 Monitoring and Review

The Executive Headteacher will provide the Governing Body with an update on the implementation of the 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 Access Audit

Date: 18th September 2025

Lead member of staff: Louisa Simons (SENCo)

Section 1 The school can deliver the curriculum to all children / young people.
Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.				A start has been made on the training of the main issues affecting our SEN students and how to aid their progression. The CPD cycle started in September 2022 includes : developing student motivation, marking and feedback and literacy. Aspects of this have covered how to meet the needs of students with specific access requirements.
All school staff and the governors have had access to training on disability equality and inclusion.				All staff in school have access to training modules on disability, equality and inclusion through the national college. This needs to be monitored and recorded.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.				The classrooms are organised to ensure disabled access to optimised. Staff organise the seating of the student with SEN needs to allow them to best access the learning.
Positive images of people with different abilities, cultures and lifestyles are apparent in the classrooms and the school generally.				Students with different abilities, cultures and lifestyles are reflected on the Junior Leadership team. More can continue to be could be done to promote this and give role models and inclusivity more visibility across the school.
Staff plan alternative				Staff provide opportunity for a broad

ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.				and balanced curriculum for all students. The school provides for all students.
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.				Staff ensure there is a range of ways students work together in lesson. There are a range of activities that students take part in throughout the school year which allows cross peer group/cross year group collaboration.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.				Classes are small at LJFS and provide a good staff to pupil ratio.
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.				Staff have access to pupil masterplans which have strategies for specific students, we still need to do some work on if these are being used in lessons and how effective they are. These are due to be issued in Autumn 1 2025 More monitoring of this needs to take place as there are inconsistencies across subjects and the curriculum.
When renewing computer hardware and software, machines and materials are chosen to				All students are provided with an tablet or similar device to complete work. This resource is theirs to use and

support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.				students with additional needs.
Provision of laptops or e-devices are considered to aid recording and / or communication.				Students who require to record on a laptop are trained how to do this and how to save their work. All staff are informed of the students who use laptops as their normal way of working.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				All students have access to any school experience that is offered in school.
The school links with other schools to share good practice.				We need to continue to work on forming more stable links with schools, especially in the SEN area.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.				We need to continue to work with staff to allow them time to plan in opportunities for showcase/focus on disability, inclusion and equality.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.				Staff, students and parents have the opportunity to refer for assessment for AA. This means every student can be heard and have the opportunity to be assessed.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.				The school has a robust SEN offer and policy with clear sign posts to further information.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				There several visits with the designated SEN governor last year. .

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.				Students are able to access the building and move around it freely.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				The 'hub' resource is accessible to students not allocated directly to the hub and benefits those with inclusion needs elsewhere.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.				There have been no further works identified. The costing for maintenance of lifts and access is in not specified.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				A member of staff monitors and maintain the health and safety across site including specialist equipment.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.				There is constant review of emergency procedures for students connected to the hub.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety				We currently do not have students who require this.

provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				
With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.				A policy is in place for the administration of medication.
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.				
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				The school provides equal opportunity to prospective employees and supports their needs.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children /				Reasonable adjustments are made for all students and staff in terms of resources and environment should they need it.

young people and advice sought from other agencies to take appropriate measures in the classroom.				
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.				The décor and signage in school is appropriate for the students and staff we have attending. Should the cohort or staffing needs change, we will ensure everything is in accessible. A visit from the VI team was undertaken recently and we are awaiting a report. The team said they were happy with what they saw.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.				Any student that need adjustments to the normal way of working will get them.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and				Any student that need adjustments to the normal way of working will get them.

describing diagrams.				
ICT facilities are used to produce written information in different formats as appropriate.				Any student that need adjustments to the normal way of working will get them.
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...				We need to ensure that all staff are aware of the technology that can be used within their subjects to aid students with disabilities.
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.				The complaints procedure is clearly stated in the SEN offer and policy.

