

Accessibility plan 2025-2027

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Leeds Jewish Free School (LJFS) is guided by the Jewish principles of *Tzedek* (integrity and respect), *Chessed* (kindness), *Mishpat* (justice and respect for rules), and *Rachamim* (compassion and forgiveness), which underpin every aspect of school life. These values are complemented by our commitment to community, resilience, empowerment, aspiration, trust, and excellence. Inclusion and equality are central to these principles: we strive to create a learning environment where diversity is celebrated, barriers to participation are removed, and every pupil feels valued and supported. LJFS promotes high academic standards alongside spiritual wellbeing and strong moral ethics, ensuring that all pupils—regardless of faith, background, or ability—can thrive. Our ethos encourages active citizenship, responsibility to the common good, and respect for different beliefs, fostering a culture where kindness and fairness guide relationships between pupils, staff, and the wider community. Through small class sizes, personalised support, and a curriculum designed to inspire, LJFS empowers learners to achieve their best while preparing them to contribute positively to a diverse and inclusive society.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, Governors, Parents and staff.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Staff	Date completed by	Success criteria	Monitoring
Curriculum Access: How the school will increase the extent to which students with disabilities can participate in the curriculum							
Increase access to the curriculum for pupils with a disability	Adaptive teaching and learning: Teachers adapt lesson content, resources, and assessment methods to meet diverse needs (e.g., using multi-sensory approaches, scaffolding tasks, and flexible grouping). Assistive Technology integration: Use tools like screen readers, voice-to-text software, and adapted keyboards to support pupils with physical or sensory impairments. Flexible Curriculum Pathways: Offer alternative qualifications (e.g., Entry Level Certificates, Functional Skills) and vocational options alongside GCSEs. Enhanced Support in Core subjects: Adapt assessment methods (oral presentations, extended time, use of technology) and provide constructive feedback tailored to individual needs.	Ensure all pupils can access and engage with the curriculum at an appropriate level. Enable pupils to participate fully in learning activities using technology. Provide meaningful and achievable learning routes for all pupils. Ensure assessments accurately reflect pupils' knowledge and skills, not their disability.	Provide CPD on differentiation strategies. Use visual aids, simplified language, and alternative formats. Implement personalised learning plans. Audit technology needs and provide devices. Train staff and pupils on effective use. Embed technology into lesson planning. Review curriculum offer annually. Introduce vocational subjects and life skills programmes. Collaborate with external providers for work experience. Apply reasonable adjustments in exams and classroom assessments. Train staff on inclusive marking and feedback. Communicate adjustments to pupils and parents.	SY/LK	July 2026	100% of lessons observed show evidence of differentiation. Improved progress data for pupils with SEND. Increased engagement and independence in learning. Positive feedback from pupils and parents. Higher completion rates for alternative pathways. Positive destinations post-16 for pupils with SEND. 100% compliance with exam access arrangements. Positive pupil and parent feedback on fairness of assessment.	

Physical Environment: How the school will improve the physical environment to enable disabled students, staff and parents to take better advantage of the facilities							
Improve and maintain access to the physical environment	Accessible entrances and exits: Install ramps, automatic doors, and level thresholds at main entrances and exits. Adapted toilets and hygiene facilities: Provide wheelchair-accessible toilets with grab rails, emergency alarms, and adequate space for assistance Improved Signage and wayfinding: Use clear, tactile, and high-contrast signage for classrooms, exits, and facilities. Accessible Classrooms and Learning Spaces: Ensure classrooms have adjustable furniture, wide doorways, and space for mobility aids.	Ensure all pupils can enter and leave the school independently and safely. Guarantee dignity and independence in personal care for pupils with physical disabilities. Support pupils with visual impairments and cognitive difficulties in navigating the school. Create inclusive learning environments for pupils with physical and sensory needs. Ensure safe evacuation for all pupils during emergencies.	Conduct an access audit of all entry points. Fit ramps and automatic door openers where needed. Maintain clear pathways free of obstructions. Install accessible toilets in key areas. Regularly check alarms and fixtures. Train staff on emergency protocols. Install Braille and large-print signs. Use color-coded routes for key areas. Provide orientation sessions for new pupils. Audit classroom layouts for accessibility. Provide height-adjustable desks and chairs. Maintain clear circulation routes. Create PEEPs for pupils with disabilities.	CK/L S	July 2026	100% of main entrances meet accessibility standards. Positive feedback from pupils and parents on ease of access. Accessible toilets available in all main blocks. Compliance with BS8300 and Building Regulations Part M. All signage meets RNIB guidelines. Pupils report confidence in moving around independently. 100% of classrooms meet accessibility standards. Positive observations during lesson walkthroughs. All pupils with disabilities have PEEPs in place. Successful completion of evacuation drills without incident.	

	Emergency Evac and Invac plans: Develop Personal Emergency Evacuation Plans (PEEPs) and install visual/audible alarms.		Train staff in evacuation procedures. Conduct termly drills including pupils with SEND.				
Accessible information: How the school will improve the availability of accessible information for disabled students, staff and parents							
Provide alternative formats for key documents.	Policies and letters are available in large print upon request.	Ensure all essential information is accessible in multiple formats (large print, Braille, audio, easy-read).	Audit existing documents for accessibility. Create templates for alternative formats. Train admin staff on producing accessible versions.	CK/L S	July 2026	All statutory documents available in at least two alternative formats within 10 working days of request. Positive feedback from parents and staff in annual accessibility survey.	
Improve digital accessibility on the school website	Website includes some downloadable PDFs. Zoom feature on all pages Google translate	Make the school website fully compliant with WCAG 2.1 AA standards.	Conduct an accessibility audit of the website. Add alt text to all images and ensure screen-reader compatibility. Provide transcripts for videos and audio content.			Accessibility audit score improves to 90%+ compliance. No complaints about inaccessible online content in the next academic year.	
Use clear language and visual supports	Teachers adapt language for students with SEND Staff adapt language for speaking with all stakeholders	Ensure all communications (letters, newsletters, notices) use plain English and visual aids where needed.	Train staff in writing accessible communications. Introduce pictorial symbols for key messages (e.g., event reminders). Review templates for clarity and readability.			95% of parents report school communications are easy to understand in annual survey. Reduction in queries about unclear letters by 30%.	

4. Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by governing body and the Executive Headteacher.

It will be approved by governing body and the Executive Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy