



INDEPENDENT JEWISH DAY SCHOOL

an ACADEMY

Independent Jewish Day school ACCESSIBILITY PLAN 2017- 2020

Supporting Policies: Equality, SEN, Behaviour and Anti-bullying policies.

Introduction

The Disability Discrimination (DDA) Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Directors of IJDS Academy recognises the following duties that this places upon them:

- Not to treat disabled pupils less favourably for a reason related to their disability and to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, internally and externally so that there is an increased access to education for disabled pupils.

The DDA makes three requirements of the Board of Directors:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the board of Directors. The plan attached sets out the Directors' proposals for increasing access to education for disabled pupils.

Disability IJDS Academy

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

The Independent Jewish Day School - Academy's Policy on Equal Opportunities and Disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Learning Difficulties and Disabilities Policy as well as Equal Opportunities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan. This plan will be made available to Ofsted inspectors upon request.

Accessibility Plan:

	Timescales	objectives	What	Who/ How	When	outcome	In Place
1.	Short Term	To ensure all teachers are following SEN Policy in the light of current needs.	All teachers need to ensure that they are using appropriate visual learning tools/ colours fonts and sizes.	Monitor by Inclusion Manager	ongoing	Continual CPD training for staff in order to remove all barriers to learning.	YES
2.	Short Term	Ensure compliance with DDA and code of Practice	Staff and Directors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	Staff and Board of Directors meetings	ongoing	All personnel aware of requirements and obligations	YES
3.	Medium /Long Term	Greater awareness of and confidence in dealing with pupils with DSEN amongst teachers	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	ongoing	Better access to the curriculum for all children	YES
4.	Short/ Medium Term	Training for staff in the identification of and teaching of children with ASC and how to manage behaviours around the school.	All staff attend appropriate training. Supported by Specialist teacher Barnet Language support - Chase farm SALT	Organised by the Inclusion Manager	Ongoing	Children with ASD are successfully included in all aspects of school life. Teachers are better equipped in dealing with social and behavioural difficulties for ASD children.	YES
5.	Short Term	Ensure all children on SEN profile have a provision map in place.	Provision map is up to date and forms a key part of the planning process for all pupils and target setting	Inclusion Manager	Ongoing	All children will be supported to access the curriculum	YES
5.	Long Term	Ensure all children with a physical disability have access to disabled toilets.	Disabled toilets to be built downstairs	Board of Directors	2017	Disabled access to toilets in all areas of the school	YES
6.	Short term	Ensure that furniture is appropriate and the right height to support disabled pupils	Adjustable tables to be bought for provision room and classrooms where needed.	Inclusion Manager	2019	To enable all children to sit appropriately for tabletop work	
7.	Medium Term	Arrange appropriate transport for disabled pupils to and from outings	Transport and outings that are wheelchair accessible to be planned	Monitored by Inclusion Manager - SLT	Ongoing	To enable disabled pupils to access out of school learning experiences	YES

Signed: J. Ebrahimoff, Head Teacher

Date: 31st March 2017