



WOHL ILFORD JEWISH PRIMARY SCHOOL

SCHOOL ACCESSIBILITY PLAN

Introduction - The strategy underpinning the policy

This strategy addresses the provisions contained in the Disability Discrimination Act 1995, Part 4, Code of Practice for Schools as amended by the Special Educational Needs and Disability Act 2001. The Act describes two key duties involved in ensuring that schools do not discriminate against disabled people, these are:-

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage - this is known as the Reasonable Adjustments Duty.

DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

The aims of this strategy are to:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the provision of information in a range of formats for disabled pupils and their families.

This strategy has been agreed by Governors and staff.

An access audit was completed at the time of the new build of the school in 2012. This has formed the basis for the information below, and the formulation of the school access plan.



1. To ensure access for all pupils to enable full participation in all aspects of the school curriculum

At Wohl Ilford Jewish Primary School, we ensure that all children have access to a broad and balanced curriculum, this not only covers teaching and learning but the wider extended curriculum offered by the school. All children are invited to participate in extra curricular activities, and the school will ensure that access to such activities is viable for all pupils. All pupils participate in events timetabled on our annual calendar including those involving visiting speakers and theatre groups and educational visits. Transport is organised when possible and additional staff and parents are used to support these activities. All children, when it is safe to do so, are encouraged to participate.

NOTE: It is hoped to train some staff within school during the year 2015-16 to undertake their public licence to transport children using King Solomon Mini bus to enable greater accessibility to events by all.

The curriculum is differentiated for individuals and groups of children to enable full inclusion and access. This takes place in every year group with teaching support staff liaising closely with teachers and supporting the programmes planned. Individual learning and behaviour plans are in place and the school works closely with Borough specialists to ensure that children are given the best opportunities possible to overcome any potential difficulties which may impede their learning potential. Teachers use a range of teaching styles to address a variety of learning preferences. Clear, specific targets, using P levels and extension work when appropriate, are set for all children.

Wohl Ilford Jewish Primary School has a dedicated, named SENCO and she supports the allocation of teaching support staff who are timetabled to provide the best levels of support for all children that the school is able to afford. Outside agencies, including the LEA Behaviour Support Team, specialist behaviour schools of New Rush Hall and Hatton School and other specialist teachers are used to support specific individual children as needed.

All the staff have access to appropriate training, related to barriers to learning and participation, and assess their continuing Professional Development needs to maintain their high standards of provision, during annual personal development interviews with senior and middle leaders. All staff are aware of the legal needs to ensure inclusion for all children and the school mission statement, which celebrates the development of the whole child, underpins this philosophy in accordance with the 'Standards on Inclusion' booklet. The school improvement plan is regularly revisited to ensure that inclusion is maintained in accordance



with the changing needs in relation to the outcomes framework of 'Every Child Matters'.

Personal, Social and Health Education programmes (SEAL materials), Citizenship and Circle time are used throughout the school, as a way of exploring sensitive issues which include disability, racism etc.

Our School Council is made up of elected pupils from each year group who meet regularly with the designated member of staff to discuss whole school issues. Input for these meetings is drawn from pupils across the whole school using key stage 2 pupils to support younger members of the community providing a voice that is representative of the whole school. The representatives of each class are elected democratically within their year groups and outcomes and minutes of meetings are shared with staff and pupils.

2. Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Wohl Ilford Jewish Primary School is a recently built primary school, providing easy access for all pupils, staff and visitors. The school is built on two levels and all corridors and doorways are wide enough for wheel chairs. There is a disabled toilet at each end of the ground floor, and an intervention support room which can be used by the SENCO and teaching staff, educational psychologist, school nurse, dentist, occupational therapists and any other visiting specialists to the school. It is also used by the teaching support staff to deliver the interventions and enrichment of the curriculum for a number of children across the school.

All entrance and exit points are disabled friendly and nearby disabled parking is available in the adjacent car park.

Medical plans are in place and regularly revisited and reviewed for all pupils with such needs and staff are appraised of all pupils with chronic illness and disabilities. Pupils are encouraged to bring their own bottles of water to school each day and understand the benefits of a healthy diet and lifestyle. All signs and displays can easily be seen and read.

Modern computer equipment has been provided through keyboards, flat screens and roller ball mouse controls. In addition, interactive white boards are fitted in all classrooms. Specialist software has been purchased to suit the needs of the pupils in the school, and staff have been trained by the ICT subject leader in the use of a variety of specialist ICT programs. Some staff have also



undertaken and successfully passed their European Computer Driving Licence (ECDL) training.

Pencils/pens with special grips are provided for those children who need them and reading rulers have recently been purchase to help some children read print more clearly.

A wide variety of PE equipment is provided to ensure accessibility for all, e.g. foam rubber javelins, specialist balls and hoops as well as a wide range of gym equipment to encourage development of gross motor skills. The school grounds have been developed to provide access for all to a variety of areas including a school field encouraging children to explore wide open spaces.

3. Improve the provision of information in a range of formats to provide access for all pupils and their families

All curriculum information and documentation is differentiated according to children's needs; this includes reduced or simplified text, the use of large print, picture information and picture signs for timetables etc.

School documentation can be made available in a variety of formats including access through the Internet and Intranet of LGfL. The school works closely with the borough to provide access to information in a variety of alternative languages other than English as required. Parents needing to take advantage of alternative formats should contact the school.

Reviewed: Autumn 2015

Adopted by Governing Body 19 October 2015

Signed (Andrea Elliker) Headteacher

Date

Signed (Ben Saltman) Chair of Governors

Date

Date of next review: September 2017