

Yesodey Hatorah Senior Girls School

Accessibility plan



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

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

The school has a duty:

- not to treat students with disabilities less favourably for reasons related to their disability
- to make reasonable adjustments for students with disabilities to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.
- to increase the extent to which students with disabilities can access the curriculum

The school will ensure that:

- students with disabilities can participate in the school curriculum;
- there is improvement in the availability of accessible information to students with disabilities;
- the environment of the school allows students with disabilities to take advantage of education and associated services

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, as appropriate, students, parents, staff and governors of the school.

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. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The SENDCO is responsible for the delivery of this information to staff. Staff are made aware of students' impairments or medical disabilities and given guidance on how to deal with each individual case.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<ul style="list-style-type: none"> • Our school aims to develop confidence and knowledge for staff in delivering the curriculum to disabled students • We offer a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students 	<p>Maintain and develop further existing good practice.</p>	<p>Evaluate needs of incoming Year 7 students on an annual basis.</p> <p>Review and evaluate the needs of all other students on an ongoing basis.</p>	<p>SENDCO</p>	<p>July of each academic year.</p>	<p>Staff are advised of the needs of new students with a disability.</p> <p>Appropriate action is prepared for each student with such a need.</p> <p>Appropriate response is generated when needs become apparent during the year.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The school aims to:</p> <ul style="list-style-type: none"> • reduce physical barriers to inclusion • ensure accessibility for all disabled students to all teaching and other service areas • introduce all necessary physical aids to access the curriculum <p>The environment at Yesodey Hatorah Girls School is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Ensure the site access retains accessibility for the needs of all students on an ongoing basis.</p>	<p>Monitor site facilities on an ongoing basis.</p> <p>Evaluate annually whether additional facilities need to be made available based on the changing needs of the student body.</p>	<p>Site Manager</p> <p>Principal</p>	<p>Ongoing</p> <p>May each year</p>	<p>Site maintained in excellent order.</p> <p>Additional works commissioned, if required, for the summer holiday period.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to students with a disability</p>	<p>The school aims to:</p> <ul style="list-style-type: none"> • use suitable resources to enable disabled students to access written information • identify and implement best practice on delivery of information to disabled students • use suitable resources to enable visually impaired students to access the curriculum and all written information for students <p>This includes, as required:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Ensure all students have access to information as required.</p>	<p>Annual audit of needs for the student population.</p>	<p>SENDCO</p>	<p>July each year.</p>	<p>Information provided to staff about needs of new students.</p> <p>Provision in use for new and existing students to cater for needs for information delivery.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Resources Committee of the Governing Body.

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
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy
- SEND Policy