



INDEPENDENT JEWISH DAY SCHOOL  
an ACADEMY

# Accessibility Plan

Date: October 2023  
Review Date: October 2026

Principal Rabbi Eliezer Zobin M.A.

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Charity number 287148; Company number 7718480

## **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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

This school seeks to ensure that there is no discrimination against any sub-group within its community, be it because of gender, religion, race, colour or disability. 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, this procedure sets out the process for raising these concerns.

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This policy complies with our funding agreement and articles of association.

### 3. Action Plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Use of resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Short	<p>Monitor throughout the school in terms of lesson plans, book look, lesson visits, learning walks, pupil progress meetings.</p> <p>Curriculum reviews to be led by curriculum leaders and middle leaders.</p>	SENDCO	Ongoing	Children with a disability have equal access to the curriculum.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>-Ramps</li> <li>-Elevators</li> <li>-Disabled toilets and changing facilities</li> <li>-Desks at Wheelchair height.</li> <li>- safe playground</li> </ul>	Short	Facilities to be regularly checked and maintained to ensure full access is available as required. Any new building projects to take this into account.	HT, SBM, Directors	Ongoing	Children requiring adaptations to the environment have full access to classrooms, the playground and all learning opportunities.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>-Internal signage - Large print</li> </ul>	Short	School to ensure that all communication is accessible by all of the school community	HT, staff	Ongoing	That all communications are available in braille as necessary. That hearing loops are worn when necessary, in conjunction with support

	-Braille -Induction loops -Pictorial or symbolic representations -use of Chromebooks -Radio aids and hearing impairment equipment				from the hearing-impaired team.  That visual clues are used where necessary
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#### **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 the directors and Headteacher as necessary.

#### **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.

**Signed:** Mr Yosh Radomsky (Headteacher)

**Signed:** Mrs Stacey Sinclair (SENDCo)

**Dated:** October 2023