

Bury & Whitefield Jewish
Primary School
September 2015 – 2018



1. Introduction

Accessibility Plan

This Accessibility Plan and the accompanying action plan form part of the Disability Equality Scheme and sets out how the Governing Body will improve equality of opportunity for disabled people.

Since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the Disability Discrimination Act 1995 (DDA)

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled pupils

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address priorities identified in the plan.

2. Accessibility Plan

The Accessibility Plan will contain relevant actions to:

- Improve access to physical environment of the school adding specialist facilities as necessary. This can include ramps and handrails as well as physical aids such as specialist desks and ICT equipment
- Increase access to the curriculum for pupils with a disability. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment.
- Improve and make reasonable adjustments to the delivery of written information to pupils, parents, staff and visitors with disabilities. This should be done within a reasonable period of time and in format that takes account of any views expressed by pupils for parents about their preferred means of communication.

3. Increasing the extent to which disabled pupils can participate in the school curriculum

The school's SEN policy ensures that staff identify, access and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Educational Psychology Service the SENCO manages the Statutory Assessment Process ensuring additional resources are available where appropriate.

The school works closely with:

- Hearing Impaired Children's Services
 - Visually Impaired Support Service
 - Occupational Therapists and Physiotherapists
 - Speech and Language Therapy
4. This plan is monitored through the Curriculum and Premises Sub-Committee
 5. The school website will make reference to the plan