



A Jewish school where
everyone is welcome

Accessibility plan

Status	Statutory
Last reviewed	March 2023
Ratified	(March 2023) Full Governing Body
Review period and due date	January 2026 (every three years)

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

Eden Primary is proud to be an inclusive school. 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.

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. We work alongside Haringey Local authority, in partnership with local schools through a Network Learning Community, and with other local Jewish schools.

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 pupils, 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We are a free school. 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 Including established practice, and practice under development	OBJECTIVES (short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils and expects all pupils to work on all aspects as far as possible, with adaptations made where children need them • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	Ensure large print available for every resource	SEN TA time to enlarge	Inclusion lead	Ongoing	Those children needing large print (See SEN register) have this for all work and tasks.
		Resources such as wobble cushions, timers, ear defenders etc available as needed	Regular restocking	Inclusion lead	Annually	Appropriate resources are always available
		Book stock is regularly reviewed as are online resources	Regular review	CTs English Lead Computing lead	Annually	
		Termly tracking remains in place	Termly tracking	Assessment lead	Termly	Detailed assessment is maintained and gaps can be addressed
		Curriculum is accessible to all	Curriculum review	Subject leaders DHT HT	annually	Curriculum is accessible to all

AIM	CURRENT GOOD PRACTICE Including established practice, and practice under development	OBJECTIVES (short, medium and long-term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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"> • Ramp to front of school • Lift • No narrow corridors • Unrestricted access to parking at front of school • Disabled toilets and changing facilities • Resources at wheelchair-accessible height 	Maintain working lift	Termly check	Premises manager	Termly	Lift is maintained
		Ensure any new resources are accessible to all pupils eg netball and basket ball court	Checks when new equipment is installed and when new pupils join the school	Inclusion lead/Premises manager Subject leads as appropriate	As necessary	All resources are accessible to all
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations, both whole class and for individuals • Audio and video 	<p>Signage is kept up to date</p> <p>All children can access the SATs, including those with visual difficulties</p>	<p>Replace/renew/add as necessary</p> <p>Large print resources ordered for SATs each year where needed; other access arrangements applied</p>	<p>Premises manager/HT/admin office</p> <p>Assessment lead, Inclusion lead and Year 6 teacher</p>	<p>As necessary</p> <p>Every year</p>	<p>Signage performs its function for all</p> <p>All children have appropriate access</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 reviewed by the headteacher and a nominated governor.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy