simon marks
jewish primary school
תורה עם דרך-ארץ

Accessibility PLAN 2026

School Accessibility Plan: 2026-2027

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 to cover education. From 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils This plan sets out the proposals of the Governing Body of Simon Marks Jewish Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled The 2005 DDA builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

AIMS:

- At Simon Marks JPS we are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all of our children, irrespective of ethnicity, attainment, age, disability gender or background.
- This school aims to be an inclusive school and promotes inclusion. We actively seek to remove barriers to learning and participation that can hinder and or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children. We will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with families and other agencies in the best interest of the pupils and to maximise educational opportunity. We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs
- We will prioritise sufficient resources to support the actions identified in this plan

DEFINITION OF DISABILITY:

The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.'

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole school approach to inclusion is the most effective way of meeting the needs of all pupils.

INFORMATION FROM PUPIL DATA AND AUDIT:

Area To Be Addressed: ACCESS TO THE CURRICULUM
Goals & Targets: 1. Continue to develop and enhance knowledge of responsibilities under DDA 2. Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils 3. Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation
Strategy & Implementation: 1. Ensure all new staff are trained in responsibilities under DDA. Training to be delivered by SLT/SENCO. Refresher training for all staff to be built into the CPD calendar. 2. Develop training programme on curriculum access for disabled pupils with a particular focus on Disability Equality. Training to be delivered or organised by the SENCO/Deputy Headteacher. 3. Enhance knowledge and confidence amongst staff on approaches to teaching pupils with SEN. SMT to liaise with HLT. 4. Review planning & delivery of the new national curriculum. Audit to review curriculum delivery and identify barriers & report to SMT on findings so that barriers to participation are removed 5. Disabled pupils, staff, parents/carers to be consulted in reviewing the disability/equality plan. 6. Pupils to be consulted on identifying barriers to learning through focus groups.

7. Provision mapping system established and refined in line with new SEND guidance and code of practice (Sept 2014).
Resources/ People: • CPD time in each academic year to be utilised for DDA issues • SLT monitoring of Quality First teaching, HLT support • SMT members to be provided with time each term to support and co-ordinate curriculum review • SENCO to assume responsibility for provision mapping for pupils with SEN /disability. Training to be provided with reference to local agencies and HLT training offer.
Success Criteria: Pupils make at least good progress Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff. Transitions well managed by SENCO with office/ admin support. Residential and other trips are accessible for pupils with learning or physical disability.
Monitoring and Evaluation: Progress towards meeting the goals and targets will be monitored: • As part of the school self evaluation process • By feedback from staff, parents/carers and disabled pupils • At Governing Body committee for Teaching and Learning.

We currently have a whole range of children of all backgrounds, needs and abilities.

Asthma
Eczema
Autism and Aspergers
Speech and Language Needs
Epilepsy
Sickle cell anaemia
Allergies

We collect information from the Early Years settings/on entry so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we have the right care for their needs.

Main priorities: We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.

- Disabled pupils have access to extra-curricular activities.

Area To Be Addressed: ACCESSIBILITY OF INFORMATION
Goals & Targets: 1. Develop more accessible teaching resources 2. Increase the availability of written information in other formats 3. To consult with pupils, parents, carers and staff on ways to increase access to information for disabled people
Strategy & Implementation: 1. Audit teaching materials, textbooks and other information to assess accessibility for new curriculum. All new purchases should meet accessibility criteria wherever possible. 2. Work with Learning Trust to develop bank of resources accessible in range of formats where reasonable adjustments need to be made (e.g. Braille, large print, website, IT software). SENCO to have on-going liaison with HLT links and services. 3. Identify the preferred method of communication for disabled pupils, their parents/carers and staff. To be carried out annually during the Autumn Term and at any mid-term entry. This information will inform the Disability Equality scheme.
Resources/ People: • SEN Budget to be used for meeting the identified needs of pupils with SEN/Disability • SENCO work-log/ time allocation to include necessary audits to align with medical needs audit, provision mapping and teacher/parent liaison • School makes itself aware of services available through LA and other agencies e.g. translation services and for alternate written formats.
Success Criteria: If needed the school can provide information in different formats and signpost services.
Monitoring and Evaluation: Progress towards meeting the goals and targets will be monitored: • Through termly meetings of the governing body's Teaching and Learning committee • Through SENO annual report to the Governing Body and termly liaison with SEN governor • As part of the school self-evaluation process • By feedback from staff, parents, carers and disabled pupils

Area To Be Addressed: PHYSICAL ACCESSIBILITY
Goals & Targets: 1. To reduce physical barriers to inclusion 2. To work with HLT through its building services and with the Simon Marks Jewish Primary School Trust as the Foundation body to increase accessibility based on the audit of physical access/ suitability reports etc commissioned by HLT and feasibility reports for accessibility commissioned by the Governing Body.

3. To consult with pupils, parents, carers and staff on barriers to access

Strategy & Implementation:

1. A stepped increase in the availability of physical aids to access the curriculum e.g. enlarged computer screens, auditory and sensory support where identified.
2. Audit of short-term steps that could be taken to improve accessibility e.g. noise reduction and individual audits based on need, playground improvements.
3. Ensure accessibility is considered in all future purchase decisions of equipment and programmes of works.
4. Governors, staff, PTA and pupils consulted on improvements to the environment.

Monitoring & Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body's Finance, Premises and Staffing Committee.
- As part of the school self-evaluation process.
- By feedback from staff, parents/carers, staff and disabled pupils