



Accessibility Policy and Plan

Ratified by:	CURRICULUM AND STANDARDS	Date:	March 2026
Next review by:	March 2028		

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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

Vision

Sinai Jewish Primary School are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors.

We strive to give all children in our care the best education possible underpinned by our school values and high expectations. It is our aim to meet the specific needs of all pupils. We will work to overcome potential barriers to learning in all aspects of school life by developing a culture of awareness, tolerance and inclusion.

Purpose of Plan

This plan shows how Sinai Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Accessibility Audit and Identified Barriers

The Accessibility Plan is informed by an ongoing accessibility audit of the school's physical environment, curriculum provision and access to information. This audit takes into account the needs

of pupils with disabilities, SEND information, feedback from parents and carers, and regular site inspections and risk assessments.

The purpose of the audit is to identify potential barriers to access and participation for pupils with disabilities. These may include physical barriers within the school environment (such as changes in level, stairs or access to specific areas), sensory and environmental factors (including lighting, noise and space), barriers to learning and participation in the curriculum, and access to written or visual information in appropriate formats.

Where barriers are identified, the school will consider and implement reasonable adjustments to reduce or remove any disadvantage. The outcomes of the accessibility audit are used to inform the targets and actions within this Accessibility Plan and are reviewed regularly to ensure that provision continues to meet the needs of pupils with disabilities.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities. (While some pupils with English as an additional language (EAL) will also have special educational needs and/or disabilities, pupils will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught)

Duties on the school

- A duty to not discriminate against pupils for a reason related to their disability
- A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow pupils with disabilities to access the educational provision and related services at the school.

Planning duty

This includes the following three areas:

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

Increasing physical access

This involves making improvements to the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by the school; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

Increasing access to the curriculum

This involves increasing access for disabled pupils to the school curriculum (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). Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

This involves improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). This includes handouts, timetables and newsletters and ensuring this information is available in various preferred formats such as in Braille, audio tape or large print formats.

Action Plans

Alongside this policy there is an Action Plan attached relating to the above areas.

The school is committed to delivering the Action Plans within a reasonable time and in ways which are informed by the pupils' disabilities, and in consultation with them and their parents.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information before and after the pupil has started at the school.

The school will work with the external services that are involved with the pupil as required.

Complaints

If you wish to make a complaint regarding any aspect of this Plan, please refer to the school's Complaints Policy.

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 can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Accessibility Policy and Plan also has due regard to the Children and Families Act 2014 and the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years, which place a duty on schools to identify, assess and make provision for pupils with special educational needs and disabilities. In addition, the school has regard to the Public Sector Equality Duty under Section 149 of the Equality Act 2010, which requires public bodies to eliminate discrimination, advance equality of opportunity and foster good relations between people with protected characteristics and those who do not.

This policy complies with our funding agreement.

3. Accessibility Action Plan 2023 - 2026

3.1 Improving the Physical access and environment at Sinai Jewish Primary School

Planning duty 1: Physical Environment

Targets	Strategies	Outcomes	Person Responsible	Timeframe	Success criteria
To be aware of the access needs of all pupils, staff, parents and carers and to make reasonable adjustments accordingly	Gather data around access needs when a child starts at our school. Create access plans for individuals as required. Regular reminders to parents and carers to let us know if they have problems with access to any areas of the school.	All staff aware of children with additional needs and make reasonable adjustments.	SENCo and SLT	Annually or as required	Our buildings and grounds are accessible for all pupils, staff, parents and carers, governors and visitors to the school.
To ensure safe, clear access throughout the site at all times	Daily checks to ensure exits, entrances and walk ways are clear of obstructions, pathways are gritted and ice-free, exterior lighting is working etc. PEEPs are in place for those who need them. To ensure that the disabled toilets remain accessible to all.	The building is accessible for all.	SLT and Caretaking team	Daily ongoing	Our site is accessible for all.
To look at ways of modifying the existing buildings for greater access for pupils and staff with disabilities.	To look at the use of lifts, ramps, slopes and separate access for pedestrian and vehicular use. To take advice from LA officers with reference to alterations and costings. To include any suggestions in the Premises Committee and sub-committees Inclusive mobility summary and government legislations.	Wheelchair and disabled access to first floor.	Headteacher/ School Business Manager	On-going	When undertaking improvements /refurbishments of the site or premises access arrangements of mobility/ light/

					colour scheme/ fixtures and fittings etc.
To improve signage in buildings to cater for visually impaired students.	To look at the effectiveness of signage around the school. To take appropriate advice with reference to guidelines and ongoing risk assessments.	Greater accessibility and comfort for students with disabilities.	Headteacher/ School Business Manager	On going	Adaptations made for pupils with specific needs when necessary. To provide clear signage. Information available in varied formats and displayed around the school
The environment is adapted to the needs of pupils as required.	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled access toilets • Library shelves at wheelchair-accessible height • Door width • A dedicated sensory room 	The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access; lighting and colour schemes; accessible fixtures and fittings.	Headteacher/ School Business Manager/ SENCo	Ongoing	Adaptations made for pupils, parents and staff with specific needs.

<p>To ensure classrooms are accessible for pupils or staff with identified accessibility needs</p>	<p>Review classroom locations when a pupil or member of staff has accessibility needs. Reorganise timetables and room allocations so that the relevant year group is based on the ground floor of the building. Ensure classrooms used are close to accessible toilets and key facilities.</p>	<p>Pupils and staff with accessibility needs can move safely and independently around the school environment.</p>	<p>Headteacher / SLT/ Site Manager</p>	<p>As required;</p>	<p>Timely room adjustments made, reduced barriers to access and positive feedback from pupils or staff affected.</p>
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3.2 Improving the Curriculum Access at Sinai Jewish Primary School

Planning duty 2: Curriculum

Targets	Strategies	Outcomes	Person Responsible	Timeframe	Success criteria
To ensure information displayed visually whenever possible	Posters and pictures on the wall to support learning.	Visual displays in the classroom as well as in the corridors	SENCo	Ongoing	When displays are around the school
Classrooms are organised to promote participation and independence of all pupils	Staff make adjustments within the learning environment to cater for all children. Considering the design of classroom and the needs of all children - ensure appropriate and preferred layout of furniture, seating and equipment i.e. use of standing tables, wobble cushions, writing slopes.	Design ensures maximum participation of all children with access to whiteboards and other equipment as needed.	SENCo	Ongoing	Increased access to the curriculum.
Staff to be aware of all children with disabilities	Staff to be informed of children within their classes with a disability. Training to be given to staff as required and from a range of relevant external professionals such as the Hearing Impairment services and/or the Visual Impairment services.	Staff are aware and knowledgeable of the specific needs of all relevant children and can ensure that any child has equality of access to learning.	SENCo	Termly	All children with disabilities having access to all lessons and their needs considered.

		Staff will be trained by relevant external professionals.			
<p>To ensure reasonable adjustments are made for pupils with SEND.</p> <p>To differentiate and/or modify materials for the needs all children</p>	<p>Children with hearing/ visual impairments to be seated near to the front of the class.</p> <p>Materials to be enlarged for children with sight difficulties.</p> <p>Coloured overlays to be used for children with specific learning difficulties as required.</p> <p>External services accessed as required and staff training for the use of specialist aids and equipment</p> <p>Physical and sensory services.</p>	<p>Special arrangements for SATS.</p> <p>Use of IT for children with physical disabilities.</p> <p>Use of appropriate handouts.</p> <p>Audio aids.</p> <p>Picture symbols for children with language difficulties.</p>	SENCo	Ongoing	SEND children supported and accessing curriculum and making progress
<p>To ensure full access to the curriculum for all children</p>	<p>An adapted curriculum for all pupils SEND i.e. use of resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources to include examples of people with disabilities.</p> <p>To improve access to after school clubs, leisure and cultural activities and school visits for pupils with SEND</p>	<p>Access to multi-sensory resources - use of scaffolds, templates, visual aids, words mats etc.</p> <p>Prioritising a number of spaces for SEND children in extra-curricular clubs</p>	SENCo	Ongoing	Observations of classes to show effective differentiation and modification.
<p>To ensure all disabled pupils' progress, attendance, and</p>	<p>Regular tracking of academic progress through assessments and teacher observations.</p> <p>Monitor attendance patterns and follow up with pastoral support where needed.</p>	<p>Disabled pupils' progress, attendance, and engagement are maintained or</p>	SENCo, Attendance officer, SLT	Ongoing	Improvement in attendance data, engagement levels, and

engagement are closely monitored	Use engagement check-ins (surveys, observations) to identify barriers to learning.	improved; barriers are identified and addressed quickly.			attainment/progress tracking reports.
To ensure the views of disabled pupils are heard and acted upon	Conduct regular pupil voice surveys or focus groups. Include disabled pupils in school council or decision-making forums. Feedback is shared with staff and acted upon in planning lessons and support.	Disabled pupils feel listened to and involved in decisions affecting their learning and well-being.	SENCo, class teachers, wellbeing lead, SLT	Ongoing	Success measured by: documented pupil feedback, action points implemented and pupil satisfaction surveys showing positive responses.
To ensure disabled pupils can access trips, clubs, and leadership opportunities	Conduct risk assessments and provide necessary support for trips. Adapt club activities to ensure accessibility. Encourage disabled pupils to take on leadership roles (e.g., buddy system, class reps).	Disabled pupils participate fully in extra-curricular activities and leadership roles, promoting inclusion and confidence.	Trip leaders, year groups, SENCo	Ongoing	Success measured by: increased participation rates, positive pupil feedback and inclusion in leadership activities.

3.3 Improving the Delivery of Written Information at Sinai Jewish Primary School

Planning duty 3: Information

Targets	Strategies	Outcomes	Person Responsible	Timeframe	Success criteria
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Headteacher/ School Business Manager/ SENCo	On going	Delivery of information to those children with disabilities improved. Publications adapted and a register created for children, parents with disabilities.
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically required.	All school information available for all who request it.	Headteacher/ School Business Manager /	On going	Delivery of school information to parents and the local community improved.

4. Monitoring arrangements

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

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETION DATE
Number of storeys	2 storeys in main building 2 storeys in Year 5 & 6 building 1 storey – Gym 1 storey – Nursery and Reception	None	Site Manager	
Corridor access	Double doors, single doors are wheelchair accessible. All corridors are wide and wheelchair accessible	None	Site Manager	
Lifts	None	None	NA	
Parking bays	1 dedicated to disabled visitors. Staff are provided with car parking spaces in close proximity to building with easy access	None	Site Manager	
Entrances	All entrances are wide and suitable for wheelchair access	None	Site Manager	
Ramps	Ramps at the front and back of main building. Ramp for Gym. Ramp for Nursery building. Ramp at entrance to Year 5 and 6 building	None	Site Manager	
Toilets	There is access to toilets via the main entrance and playground	None	Site Manager	
Reception area	Fully accessible	None	Site Manager	
Internal signage	Emergency signage - compliant	Regularly maintain signage	Site Manager	
Emergency escape routes	Fully compliant emergency escape routes. Evacuation chairs.	Ensure staff training is regularly updated	Site Manager	