

ACCESSIBILITY POLICY

Introduction

The Governors of Morasha Jewish Primary School has a proactive approach in ensuring that there is no discrimination against disabled children and prospective children in the provision of education and associated services in the school and in respect of admissions and exclusions.

Improving access to education and educational achievement by disabled children is essential to the Governor's policy of ensuring equality of opportunity, full participation in society and the economy.

The SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 by introducing new duties on independent schools in relation to disabled children and prospective children. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to treat disabled children less favourably and to take reasonable steps to avoid putting disabled children at a substantial disadvantage.

Morasha Jewish Primary School is also required to prepare accessibility strategies and accessibility plans respectively for increasing over time the accessibility of schools for disabled children (the planning duty). This need not be a standalone plan and Morasha Jewish Primary School dovetails its plans with existing planning processes.

This document complements *Accessible Schools: Planning to increase access to schools for disabled children*.

Increasing Accessibility

The three strands to the planning duty at Morasha Jewish Primary School are:

1. To improve the inclusivity of the curriculum.

The term "curriculum" covers not only teaching and learning but the wider curriculum of the school such as participation in after-school clubs, leisure, sporting and cultural activities or school visits.

Morasha Jewish Primary School already provides additional provision to enable children with learning difficulties to access the curriculum through the SEN framework and this will cover many disabled children. In focusing on this part of the duty, Morasha JPS considers the needs of a wide range of disabled children and prospective children.

The school uses several documents as tools in making the curriculum accessible to disabled children: the statement on *Inclusion: providing effective learning opportunities for all children* from the National Curriculum; the QCA guidelines on *planning, teaching and assessing the curriculum for children with learning difficulties*; and *Supporting the target setting process*, published by the DCSF and QCA.

Consequently, the school makes the curriculum accessible to all children, using the documents to develop the use of curriculum audits to review the patterns of achievement and participation by disabled children in different areas.

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Morasha JPS School uses a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of children. It also takes into account and considers staff training needs.

2. To improve the accessibility of the site.

This strand includes improvements to the physical environment of the school and physical aids to access education. Improvements in physical access might include ramps, handrails, widened doorways, etc.

Morasha Jewish Primary School considers accessibility in all purchasing directions.

3. To improve accessibility to information for disabled learners.

The school will set out in its plan how it will provide the written material it usually provides for all children to disabled children within a reasonable time.

For Morasha Jewish Primary School the two key duties are:

- Not to treat disabled children less favourably
- To make reasonable adjustments so that disabled children are not put at a substantial disadvantage.

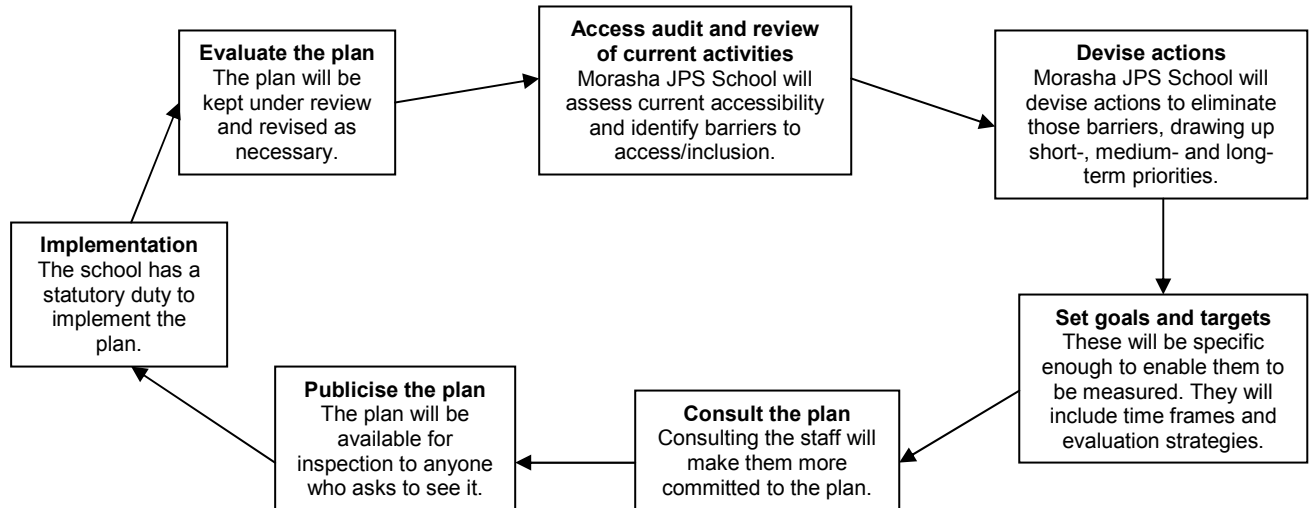
Statutory Responsibilities

The statutory responsibilities for Morasha Jewish Primary School are as follows:

- It must produce its own accessibility plan. The duty to do so is placed upon the Proprietor.
- An accessibility plan is a plan for:
 - (a) increasing the extent to which disabled children can participate in the school curriculum;
 - (b) improving the physical environment of the school to increase the extent to which disabled children can take advantage of education and associated services; and
 - (c) improving the delivery to disabled children of written information which is provided to children who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by children or parents about their preferred means of communication.
- The accessibility plan must be in writing. Morasha Jewish Primary School has a duty to review plans, revise them if necessary, and implement them. Adequate resources for implementation should be allocated.
- Morasha Jewish Primary School has to make its accessibility plan available to interested parties on request at reasonable times.
- OfSTED monitors the planning duty through their inspections. The Secretary of State can intervene where a school is not complying with the planning duty, and can direct a school to do so.
- The current plan runs for the period from April 2008 until August 2009.

Developing Our Accessibility Plan

Morasha Jewish Primary School develops its accessibility plan in the following way:



Implications for the SEN Policy

Although Morasha Jewish Primary School has a separate SEN Policy there is cross referencing with:

- Curriculum policies which take in to consideration arrangements for access, support and differentiation
- Inclusion and equal opportunities policies
- Partnership with parents
- Teaching and learning
- Curriculum statement.

Admissions

The *Disability Discrimination Act 1995: Part 4, Code of Practise for Schools* is viewed as the guiding principle on which the admissions are based. The Admission Policy at Morasha Jewish Primary School is designed to include the admission of children with special educational needs as listed below:

- Children with special educational needs whose statement (under section 324 of the Education Act 1996) indicates that placement at Morasha JPS is appropriate
- Children for whom the School is appropriate on genuine medical grounds. Such applications will be agreed only when the medical circumstances supported by a doctor's submission are considered by the Governors to justify giving priority to the child concerned.
- Children for whom the School is appropriate on genuine social needs grounds. Such applications will be agreed only where circumstances have been supported by a social worker and are considered by the Governors to justify giving priority to the child concerned.

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Education and Associated Services

“Education and Associated Services” is a broad term that covers all aspects of school life. This list exemplifies the range of activities that may be covered by this term:

- Preparation for entry to the school
- The curriculum
- Teaching and learning
- Classroom organisation
- Timetabling
- Grouping of children
- Homework
- Access to school facilities
- Activities to supplement the curriculum e.g. drama group visiting the school
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedure
- School clubs and activities
- Educational visits
- The school’s arrangements for working with other agencies
- Preparation of children for then next phase of education.

This list is not exhaustive, nor is it intended to be.

Meeting the Child’s Needs

Morasha JPS School is determined to ensure that the existing good practise concerning the admission and retention of children is built on.

Morasha Jewish Primary School is a dyslexic-friendly school.

Attention Deficit Disorder (with Hyperactivity): ADD/ADHD

Whilst Morasha Jewish Primary School will admit children with specific learning difficulties (dyslexia) - we will rarely admit children who we *know* have more than minor attendant behavioural difficulties.

The above notwithstanding, there are a number of dyslexic children who suffer from attention disorders in one form or another and on occasions we will admit such children on a trial basis.

We are always ready to learn more and to seek to put into practice that which is practicable and desirable.

ADD/ADHD children can cause concern and strain for staff dealing with them and may additionally affect the learning of other children. Whilst we sincerely wish to help the child, we have at all times to consider the good of the majority. If all of the measures we have put in place on the child’s action plan are showing no effect after a reasonable period of time, it may be necessary to recommend the child’s placement in a more appropriate school.

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Planning for the next three years

There is a determination to increase the skill level of staff in working with children with disabilities. Staff will develop expertise in supporting children with specific learning difficulties. There will also be on-going CPD to assist the process of meeting special needs.

The needs of disabled children will be very carefully considered when planning any further developments and alterations to the premises.

More Information

For more information see *Disability Discrimination Act 1995: Part 3, 4 and 5 Code of Practise for Schools* and *Dyslexia (Channel 4) ISBN: 1 85144 254 5*

This policy will be reviewed annually.

Signed.....Ian Kamiel.....

Date.....April 2008.....

To be reviewed bySeptember 2009.....