



Accessibility Policy

King David Primary School

Approved by:

Date of approval: February 2022

Date of review: February 2023

King David Primary Accessibility Policy 2022

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Appendix 1 School Accessibility Plan

Roles and Responsibilities

The Governing Body of King David Primary have been given responsibility for implementation of this policy to the Head teacher. On an operational basis, the responsibility for leadership, organisation and evaluation of this policy will be undertaken by the Head Teacher.

Suggested Audience

Governors, all school staff, parents and pupils.

As part of their school induction or professional development, all school staff will be directed to be familiar with the procedures outlined in this policy. Any changes resulting from new legislation and guidance from other National Bodies will be shared as part of staff's CPD.

Equality Policies

This Policy is related to other policies which should be shared with the suggested audience

Equality Policy

Introduction

King David Primary is an inclusive school, welcoming all pupils, whatever their ability, need or background., set within the ethos and practices of the Jewish Faith.

King David will take all reasonable and practical steps to ensure that every pupil has full access to a broad, balanced and relevant curriculum.

Aims and objectives

King David Primary School will take every reasonable step to ensure that all pupils have full access to the curriculum and learning opportunities provided by this school.

The Governing Body will ensure that disabled pupils and staff are treated fairly and not disadvantaged wherever possible. The Governing Body will use its resources efficiently to make reasonable and sensible adjustments, to ensure disabled pupils and staff have maximum access to the school's resources.

King David Primary School will comply will all aspects of the Equality Act (2010) and make plans, in collaboration with its school community to:

- Ensure increased access for disabled pupils to the curriculum. By 'curriculum' we mean teaching and learning as part of the timetabled school day, the extended curriculum, which includes enrichment activities at the end of the day or at weekends, in holidays and, on school visits, trips and residential.
- Ensure improved physical access to the physical environment of the school. This refers to access and egress, washing and toileting, dining and access to major curriculum areas.

- Ensure reviewing and where relevant, improving the delivery of written information to disabled pupils, staff and parents. The school will make every effort, through the use of digital technologies, translation services and assisted services (such as Braille) to ensure that every pupil, member of staff and parent has access to information; presented clearly and when required.

Accessibility Plan

Premises - School Building: an audit will be carried out to check accessibility to all parts of the school building. This will help to prioritise access issues around the physical environment. It will suggest ways to achieve these targets that can be included in the accessibility plan.

The Curriculum: Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality. Ensure all aspects of the curriculum are accessible to all pupils. This will be delivered by means of staff planning carefully differentiated activities which enable all pupils to access the all areas of the curriculum at an appropriate level to ensure they are able to make progress in each lesson.

Information: Improve the awareness of staff, pupils, parents and Governors around the access needs of key stakeholders. The school will start by ensuring that all its disabled pupils have full access to the curriculum and the information they need to progress.

The school will seek comments from pupils, parents and staff, through the use of a questionnaire on access arrangements and future needs.

The school will also work with local nurseries/pre-schools to identify any future access needs, so that longer-term arrangements can be sustainably planned.

The Accessibility Plan will be published on the school's website and will be time-specific: it will be produced for a five -year period, reflecting the duration of the short, medium and long-term plans.

The Accessibility Plan will be appended to annual School Development Plans to ensure that provision is planned within a whole-school context.

Monitoring and Review

The **Head teacher** will provide the Governing Body with a written report on the implementation of the school's accessibility policy and plan annually. The report will not contain any information which would enable any individual to be identified.

Approval by Governing Body and Review

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Signed: _____
(Chair of Governing Body)

Date: _____

Review date: _____

End of statement