Accessibility Plan

2019-2020

Date	Review Date	Coordinator	Nominated Governor
May 2019	May 2022	Tamaryn Yartu	Michael Kutner

1.   Accessibility Plan 2019-2020

Gesher School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of 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 children. The achievements, attitudes and well-being of all our children matter.

2. Purpose of Plan

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

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

3. 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.

4. Contextual Information

Gesher School currently occupies a building by virtue of a lease which expires 2022. The School opened in September 2017 and has occupied approximately 80% of the building since July 2017 and has occupied the whole building since February 2019.

The building currently comprises 4 classrooms, OT room, PPA room, Sensory Room, general therapy room, deputy head office, headteacher's office, staff room and assembly/PE hall.

It is proposed to build two outbuildings during the summer of 2019 which will enable the school to expand to take up to 40 pupils. The current building will then comprise the same as above with the current therapy room being turned into an additional classroom and the current staff room will be used as a meetings room. It is intended that the proposed two new outbuildings will comprise a staff room, a general therapy room, a meeting room and an office.

The school is housed in a single storey building which has wheelchair access throughout. It is proposed that the outbuilding will be single storey and will also have wheelchair access throughout.

5. Current Range of known disabilities

We expect the school will have children with a range of disabilities to include moderate and specific learning disabilities with a focus on autism.

Other disabilities include;

Dyslexia, chromosomal abnormalities, dyspraxia and developmental delay.

6. Areas of planning responsibilities

1. Increasing access for disabled pupils to the adapted 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)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. 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. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

7. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children regardless of their special educational needs. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children will be permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum to a high standard	Be aware of staff training needs on curriculum access Assign CPD for a range of SEN needs, differentiation and recording methods Online learning modules if required	On-going and as required	HT and DH	Raised staff confidence to use strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on a range of SEN needs and behaviour management	Be aware of staff training needs Staff access appropriate weekly CPD Online learning modules if required	As required	HT and DH	Raised confidence and abilities of support staff
Ensure all staff are aware of children's differentiated curriculum	Set up a system of individual access plans for pupils when required Information sharing with all agencies involved with child	As required	HT CT Therapists	All staff aware of individual needs
Ensure the use of resources tailored to the needs of pupils	Use of ICT software to support learning Resources sharing within the multi-disciplinary team Research and CPD traipsing when required	As required	DH HT Education trends Lead	Wider use of SEN resources in classrooms

All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness Risk assessments to document individual needs of each child.	As required	HT DT CT	All pupils in school able to access all educational visits and take part in a range of activities
Review Jewish Studies curriculum to ensure it is accessible to all	Gather information on Jewish Studies and ensure the curriculum is appropriate and attainable	On-going	Head of Kodesh DH	All to have access to Jewish Studies
Review of the curriculum to ensure it meets the needs of all pupils	Monitoring of the curriculum Termly curriculum meetings to review and update Research and training	On-going	DH Class Teachers Curriculum committee	

7. Improving access to the physical environment of the school

Gesher School is continuing to grow and develop – As a new school it reviews its strategy for growth periodically and will be looking at ways to ultimately increase its capacity to 56 pupils over the next 3 years.

The school has a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on a regular basis. As the school develops, our resources will as well.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of all pupils, staff, governors, parent/carers and visitors	To create access plans for individual pupils as part of the IEP process when required To ensure that EHCP's are reviewed before a pupil arrives to ensure that we are prepared to support them properly Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers. Consider access needs during recruitment process	As required Induction and on-going if required Annually Recruitment process	HT Admissions team	IETPs in place for all pupils and all staff aware of pupils needs Ensuring that all provision listed in the EHCP is available All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of all pupils, parents/carers or visitors when considering any redesign and permanent site	On-going	HT/ Governors/ Site manager	Permanent site will be accessible and fit for use by all
Ensure access to reception area to all	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	HT/ Governors/ Site manager	Disabled parents/carers/ visitors feel welcome

Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	HT	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	HT DH Health and safety Committee	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regards to the visual impaired and hearing-impaired pupils	On-going and as required Software may be required	DH	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing-impaired unit on the appropriate equipment	As Required	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	DT Health and Safety committee	All disabled staff, pupils and visitors able to have safe independent exits from the building

8. 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. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all documents are accessible via the school website and can be accessed by the visually impaired.	During admissions process On-going	Admin HT	All parents receive information in a form that they can access All parents understand the schools information procedures

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment Provide suitably adapted and clear print for pupils with dyslexia	As required	Office Class teachers	All pupils can access all relevant information
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	DH	Staff produce their own information Staff can confidently adapt information for all pupils to access
Annual review information to be as accessible as possible	Have a meeting with parents to ensure they understand the AR process and feel confident in their understanding of the process	Annually and On-going	CT SENCO	Parents can confidently take part and engage in the AR process All parents have access to AR information

Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing, language problems or EAL families	Access to translators, sign language interpreters to be considered and offered if possible	As required	HT	Pupils and/or parents feel supported and included Pupils and/or parents have access to all information provided by the school
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	On-going	HT	All can access information about the school

9. Accessibility Plan- Identifying Barriers to Access

Organisational	Completed	In Progress	Under discussion	Not yet addressed
Are school visits made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)	√	√		
Preparation for entry into school. (Admissions Policy- within the resources of the School, School Brochure and student information pack)	√	On-going		
Grouping of pupils (by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g. reading as relevant)	√	√ On-going		
School discipline and sanctions (reference Behaviour Policy)	√			
Exclusion procedures (reference Behaviour Policy)	√			
School clubs and activities (full access as relevant also reference e.g. Off Site Visits Policy)	√	√ On-going		
School trips (full access with curriculum access statements and risk assessment in place)	√	√ On-going		
The school's arrangements for working with other agencies	√			

Attitudinal	Completed	In Progress	Under discussion	Not yet addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (Training is needs led and represented in school development plan. Risk Assessments also guide training)	√	√ - will be done in our induction		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? (Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria)	√	√ - will be discussed in our induction		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)	√	√ - this will be expected		
Are there high expectations of all pupils?	√			
Do staff seek to remove all barriers to learning and participation? (reference Equal Opportunities Policy)	√			
Access to the curriculum. (As above with differentiation if necessary, reference curriculum access statements)	√			
School policies, e.g. anti-bullying, SEN policies, health and safety.	√			
Interaction with peers. (Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio)	√			

Physical access	Completed	In Progress	Under discussion	Not yet addressed
Are your classrooms optimally organised for disabled pupils? (Resources component in scheme of work and lesson plan)	√	√ On-going		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (Single storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors)	√		New building	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (signage established but parking needs upgrading reference also Travel Plan)		√	Parking as the school size increases- staggered pick up times in place for 2019/2020 school year	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? (a comprehensive system is in place, reference Health and Safety Policy)	√	√ On -going	No visual components for alarms Adult support outlined in PEEP guidance	
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	√	√ On -going		

Are areas to which pupils should have access well lit? (Automatic lighting)	√
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (Low school numbers and small class sizes also individual needs met through IEP and Curriculum Access Statement)	√
Is furniture and equipment selected, adjusted and located appropriately? (as a Special school all resources are provided and organised to reflect whole school need)	√
Access to school facilities. (equality for opportunity approaches reference Equal Opportunity policy)	√
Activities to support the curriculum (extension activities as identified in pupil planning proformas and evidenced in pupil portfolios)	√
School sports. (Limited 'in school' facilities. However out of school provision available and identified in school planning formats and evidenced as part of PE curriculum programme)	√
How the school deals with emergency procedures (Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines etc.)	√
Breaks and lunchtimes. (Whole school SEN policy with staff supported system including rotas)	√
The serving of school meals. (Own kitchens with provision for special dietary requirements)	N/A we have packed lunches until we are in our new site

Curriculum Access	Completed	In Progress	Under discussion	Not yet addressed
Do lessons provide opportunities for all pupils to achieve? (Differentiated Lesson Plans with linked IE/BP's, EHCPs)	√			
Are lessons responsive to pupil diversity? (as above)	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (reference teaching and learning styles policy and teaching strategy component within planning proformas)	√			
Are all pupils encouraged to take part in music, drama and physical activities?	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (Individual differentiated programmes)	√		√ When required	
Do you provide access to computer technology appropriate for students with disabilities? (as identified in statement for SEN and represented in lesson planning formats)	√			
Teaching and learning. (reference Teaching and Learning policy)	√			
Classroom organisation. (Individually assessed and represented in lesson plan)	√	√ On-going		
Timetabling. (reference Equal Opportunities policy and Statutory guidance)	√	√ On-going		

	Completed	In Progress	Under discussion	Not yet addressed
Preparation of pupils for the next phase of education. (Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews)	√			

Information Access	Completed	In Progress	Under discussion	Not yet addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (Individual education plans would identify strategies and resources to meet need)	√	√ On-going		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? (As above)	√			
Do you have the facilities such as ICT to produce written information in different formats? (specialist ICT facility with 'in class' and staff room hardware available)		√	Communication tools to assist pupils when required	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? (professional development programme)	√		√	
School announcements. (Staff pigeon holes, notice boards as part of schools information systems including morning-after school-staff and P D days)	√	-Notice boards -Briefing -Emails		
Access to information.	√			