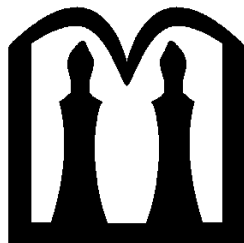


# BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY



בית ספר לבנות בית יעקב

## ACCESS PLAN

**Date of Approval**      March 2017

**Date of Next Review:**    March 2020

**Term of Review**        3 years

**Committee:**            C & R

**Prepared by:**

**Signed:** .....

**(Chairman)**

**Date Reviewed July 25, 2017 due to DfE changes MK**

## **The Access Policy is divided into 4 sections**

- 1. Access to Curriculum**
- 2. Access to Pastoral Support**
- 3. Site Accessibility**
- 4. Access to Information**

### **Purpose**

- To outline the main provisions that Beis Yaakov Jewish High School Academy has made and is planning to make, to achieve the key objectives.
- To reduce and eliminate barriers to access
- To have full participation in the school community for pupils, prospective pupils and adult users with a disability to carry out normal day to day activities
- BYJHS aim to increase the extent pupils with disabilities participate in the school curriculum
- To improve the physical environment for pupils with disabilities
- To improve availability of accessible information for pupils with disabilities

This plan had been produced in accordance with the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001).

Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEND policy.

The school recognises its duty under the DDA

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Access Plan that is readily available for staff and pupils

In performing their duties, governors and staff will have regard to the DRC (Disability Rights Commission) Code of Practice (2002).

The school:

- Recognises and values parent's knowledge of their child's disability and its effect on her ability.

- Respects the parent's and child's right to confidentiality
- The school regularly reviews the curriculum to see how it can better cater for pupils with disabilities. These reviews are carried out by teachers, SEN staff and the SLT both termly and when the need arises.

### **1. Curriculum:**

The school provides all pupils with a broad and balanced curriculum, at Key Stage 3 & 4, differentiated and adjusted to meet the needs of individual pupils and preferred learning style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and group pupils
- Staff receive training in making the curriculum accessible to all pupils and are aware of its importance
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.

The following policies support these aims:

- School Development Plan
- Curriculum Policy
- Assessment Policy
- Gifted and Talented Policy
- SEND Policy
- Medical Policy

### **2. Pastoral Support:**

Pastoral support encompasses the principles of Every Child Matters and all aspects of the social and emotional wellbeing of all pupils. The Pastoral Team (Mechanchos) give appropriate support depending on the age and specific needs of the pupils so that they feel safe and secure in school.

The school will continue to seek and follow advice of external services, such as specialist teacher advisers and SEN advisors and of appropriate health professionals.

The following policies support these aims:

- Attendance Policy

- Medical Policy

### **3. Site Accessibility**

The site has been made more accessible with the provision of automatic fire doors, a disabled toilet/s and signs that comply with DDA regulations. There is a lift available for wheel chair users and ramp access making the site fully accessible.

The school will take account of the needs of the pupils and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises. The school was built in 2006 and therefore at present all DDA regulations have been put in place.

The following policies support these aims:

- Critical Incident Policy
- Equality Policy
- School Development Plan
- Fire Safety Policy and Assessments
- Health and Safety Policy
- Lettings Policy

### **4. Access to Information**

School policies and other relevant documents are posted on, and may be downloaded from the school web site. Hard copies may be requested at a small charge.

Parents/students may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges

Parents/students may not be given access to records which contain information on other staff/students which would breach our Confidentiality Policy and/or the Data Protection Act.

All requests for information should be made, preferably in writing, to the Office Manager.

All complaints should be addressed through the School's Complaints Procedure.

The school will provide information in a different format should the need arise.

Students have access to information by:

- Annual written reports from teachers
- Feedback from their subject teachers (verbal and written) relating to their work in class
- The SEN review process

Parents have access to information by:

- Annual written reports from teachers
- Reward cards sent home
- Teachers' written comments in homework diaries, letters and telephone conversations
- Annual Parents' evenings

Visitors/external agencies/individuals (on an need-to-know basis only) by:

- The School's website
- Contact with professionals within the school
- By written request to the Office Manager