




BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

Accessibility Policy

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Date of next review	September 2025
Term of review	Annually
Committee Responsible	Staff and Pupil Welfare
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Signed by Chair of Committee	

Accessibility Policy BYJHS

At Beis Yaakov Jewish High School Academy our values reflect our commitment to a school where there are high expectations of everyone. Students are provided with high quality learning opportunities so that each girl attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no 'invisible girls' by recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving our girls' confidence and self-esteem.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or cognitive impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Beis Yaakov Jewish High School Academy is committed to providing an environment that enables full curriculum access. It values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parents' knowledge of their daughter's disability and its effect on their ability to carry out everyday activities. It also respects any parent's and girl's right to confidentiality. The Beis Yaakov Jewish High School Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Review the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and

school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Beis Yaakov Jewish High School Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training recognises the need for ongoing awareness by staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Wellbeing Policy
- Curriculum Statement
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy