

Yesodey Hatorah Girls Secondary School

Accessibility Policy



Yesodey Hatorah will take all reasonable steps to ensure that young people with a disability are not discriminated against or treated less favourably than other pupils as part of its commitment to inclusion, as stated in the SEN policy.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines a disabled person as someone who has:

"a physical or mental impairment which has a substantial and long- term adverse effect on his or her ability to carry out normal day to day activities." Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The school has a duty:

- not to treat disabled pupils less favourably for reasons related to their disability
- to make reasonable adjustments for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.
- to increase the extent to which disabled pupils can access the curriculum

The school will ensure that:

- a. disabled pupils can participate in the school **curriculum**;
- b. there is improvement in the availability of accessible **information** to disabled students;
- c. the **environment** of the school allows disabled pupils to take advantage of education and associated services

A. Access to Curriculum

The school aims to:

- make staff aware of responsibilities towards disabled pupils as set out in the Equality Act 2010.
- develop confidence and knowledge for staff in delivering the curriculum to disabled pupils
- enhance access to and participation in National Curriculum and wider curriculum for disabled pupils through differentiation in the classroom, tailoring resources to the needs of pupils and effective provision management
- Track progress for all pupils, including those with a disability
- Set effective targets that are appropriate for pupils with additional needs

B. Accessibility of Information

The school aims to:

- use suitable resources to enable disabled pupils to access written information
- identify and implement best practice on delivery of information to disabled pupils
- use suitable resources to enable visually impaired students to access the curriculum and all written information for students

C. Physical Accessibility

The school aims to:

- reduce physical barriers to inclusion
- ensure accessibility for all disabled pupils to all teaching and other service areas
- introduce all necessary physical aids to access the curriculum

The environment at Yesodey Hatorah Girls School is adapted to the needs of pupils as required. This includes disabled parking bays, disabled toilets and full wheelchair accessible including a lift and

ramps where necessary. Staff are made aware of pupils' impairments or medical disabilities and given guidance on how to deal with each individual case.

The SENCO is responsible for the delivery of this information to staff.

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher

Last reviewed May '18

Next date to be reviewed May '21