

ACCESSIBILITY PLAN Hertsmere Jewish Primary School

a) **Improving Education & related activities:** The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Links	Target	Action	Key staff	Time frame	Res/cost	Desired impact	Monitored by / how/when	Actual impact (termly review)
L&M	Identify the needs of pupils with a disability on entry. Adapt the environment and teaching strategies as appropriate, within budget constraints.	Consultation with parent (and pupil) on entry or before. Contingency fund to be kept available for specific needs.	Inclusion Team	ongoing	No Cost	Parents and pupils welcomed and valued Children's needs met appropriately	Inclusion Leader/Head teacher	A range of Insets have been delivered to all teaching staff e.g. an inclusive classroom, autism awareness, ADHD
L&M / QoT	ICT to support communication	Use of ICT as a communication aid to be considered in ICT development plan Dedicated Inclusion iPads with APPs added, when required Training for new staff	ICT Team ICT Team	ongoing	APPs vary in price.	ICT used to benefit communication/ curriculum accessibility.	ICT Team/ Inclusion Leader	Nessy Fingers has been purchased to support touch typing.
L&M / QoT	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue and activity is vetted for appropriateness Trips to be booked by Phase Leaders	Head Teacher/ Class teacher/ Phase leaders	ongoing	No Cost	All pupils in school able to access all educational visits and take part in a range of activities	Phase Leaders	Risk assessments have been carried out for Sports Day, Theatre Trip etc.

b) Improving the Physical environment The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.								
Links	Target	Action	Key staff	Time frame	Res/cost	Desired impact	monitored by / how/when	Actual impact (termly review)
L&M	All maintenance and improvement work due to take place to take account of the need to ensure physical access and to meet the need of hearing and visually impaired children and adults. Ensure hearing equipment in classrooms to support hearing impaired.	Outdoor learning provision to enhance the curriculum for all Accessibility for all to be considered in plans for outdoor areas being developed. Seek support from LA hearing impaired unit on the appropriate equipment	Site Staff Inclusion Leader	ongoing	To be advised following further consultation	Provision accessible to all	Head Teacher/Inclusion Leader Termly	A Soundfield system has been fitted in one classroom in each year group and in the hall.
L&M	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Site Staff	ongoing	To be advised following further consultation	Re-designed buildings are usable by all	Head/ Governors/ Site manager/ School Surveyor	Steps have all had high visibility markings.
L&M	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils when required. 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 through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Inclusion Leader Head Teacher Head Teacher Head Teacher	As required Induction and on-going if required Annually Recruitment processes	No cost	Plans in place for disabled pupils and all staff aware of pupils needs 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	Inclusion Leader/Head Teacher	Children in a wheel chair have received a tailored response to ensure that their needs were met.

c) Improving the Provision of information The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. <i>[See checklist on page 30 of DfES Guidance.]</i>								
Links	Target	Action	Key staff	Time frame	Res/cost	Desired impact	Monitored by / how/when	Actual impact (termly review)
L&M	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 document accessible via the school website can be accessed by the visually impaired.	School Office Website design team	During Induction On-going Current	No cost	All parents receive information in a form that they can access All parents understand what the headlines of the school information are.	School Office	The newsletter and other communications have been simplified.
L&M	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	Teaching Staff	As required	No cost	Excellent communication	Inclusion Leader	SATs papers were available in large print and with a modified background providing all children with improved accessibility.
L&M	Ensure all staff are aware of guidance on accessible format	Guidance to staff on dyslexia and accessible information	Inclusion Leader	On-going	No cost	Staff produce their own information	Inclusion Leader	INSET was delivered to all teaching staff on an Inclusive Classroom.