



JFS School
The Mall Kenton Harrow Middlesex HA3 9TE

Next review will take place in November 2018

JFS ACCESSIBILITY POLICY

1. DEFINITION OF DISABILITY

- 1.1 Disability is defined by the Disability Discrimination Act 1995 (DDA):
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

2. POLICY STATEMENT

- 2.1 We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. These commitments are also set out in linked policies; Policy on SEND and Disabilities, Equalities Policy, Equality Objectives and Health and Safety Policy.

3. JFS VISION

- 3.1 JFS plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

4. ACCESSIBILITY PLAN

- 4.1 An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
- 4.2 The Accessibility Plan will contain relevant actions to:
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. When it is considered necessary, colleagues from the following support services, among others, will be involved with students to increase access to the curriculum:

- Educational Psychologists;
 - Health Authorities;
 - Medical Officers;
 - Speech & Language Therapists;
 - Occupational Therapists;
 - Physiotherapists;
 - Hearing impairment services;
 - Visual impairment services;
 - Behaviour support services.
- Improve and make reasonable adjustments to 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 time frame.

5. **AUDIT OF PLAN**

5.1 It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period

6 **MONITORING OF PLAN**

6.1 The Plan will be monitored through the Curriculum and the Premises and Finance Committees of the Governors.

7 **AWARENESS AND TRAINING**

7.1 We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Approved

On behalf of the Curriculum Committee

Date _____

On behalf of the Governing Body

Date _____

**ACCESSIBILITY PLAN- IDENTIFYING BARRIERS TO ACCESS (PHYSICAL ACCESS, CURRICULUM ACCESS AND INFORMATION ACCESS)
JFS ACCESSIBILITY PLAN 2015 → 2018**

Achievable goals	Targets	Strategies	Outcome	Time Frame	Goals Achieved
Physical environment	Hearing loop in Main Hall (installation of) To be followed by hearing loops in Conference Centre and Theatre	INSET training for staff in the use of hearing loop	<ul style="list-style-type: none"> Staff awareness and knowledge of how to use hearing loop Greater understanding of students' individual difficulties 	Main Hall – Jan 2016 Conference Centre and Theatre - 2016/2017	Increased awareness and greater access to the curriculum
	Servicing/updating of lifts	<ul style="list-style-type: none"> Monitor systems to keep doors from closing Colour contrasted support rails Contrast colour for buttons Voice audio LED display outside lift 	A safer and more reliable lift to enable accessibility for those with physical, visual and hearing impairment.	2016/2017 depending on funds for updating and capital projects	Improved reliability, safety and accessibility to the 2 nd and 3 rd floor for staff and students with disabilities or temporary physical impairment
	Develop a refuge area and provide EVAC chairs	An EVAC chair should be provided to every site and stored near the top landing of the key stairwell within the building. Signage should be provided indicating the location of the chairs.	Improved safety in case of an emergency.	2016 and beyond	Improved safety in case of an emergency.
Curriculum	ICT Development: School to create a resource bank of IT hardware for students with physical disabilities	<ul style="list-style-type: none"> Dictaphones ergonomic keyboards alternatives to a mouse voice activated 	To enable <i>all</i> students, regardless of their physical impairment, to have access to IT facilities at their level and need.	2016 and beyond	Increased access to the curriculum
Information	Explore ways of improving the communication of information to those with visual impairment	<ul style="list-style-type: none"> Introduce tactile way of finding signs at strategic points Seek information about whether any parents are not receiving communications because they cannot read written information – respond if so 	To enable all students, visitors and parents with visual impairment to be orientated within the building and to receive communications from the School	2016 and beyond	Increase accessibility to information