



JFS School

The Mall, Kenton, Harrow, Middlesex, HA3 9TE.

JFS ACCESSIBILITY POLICY

Reviewed in Summer 2020 & Ratified by CSWAB on 20.08.2020

Next due for review in the Summer Term 2021, subject to any intervening legislative changes

1. DEFINITION OF DISABILITY

- 1.1 Disability is defined by the Equality Act 2010: "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.

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.

Whilst this policy will be reviewed every three years, progress on the Accessibility Plan should be reported annually to the Finance and Premises committee by the Premises Manager. Formulation and review of the policy should always involve the SENDCO and/or SEND Governor.

- 4.2 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the availability of accessible information to disabled pupils.

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 **accessible 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. Public Examination Access Arrangements

- 5.1 The School will abide by the strict rules set out by the JCQ relating to Access arrangements.
- 5.2 The determination of the need to apply for access arrangements lies with the School, overseen by the SENDCO. However, when applying, the evidence that will be required varies, depending on the type of need the student has and the type of access arrangement being provided.
- 5.3 The arrangements may include:
- Use of a different room
 - Supervised rest breaks
 - Extra time (25%, up to 50%, or over 50%)
 - Use of a reader or computer reader
 - Use of a scribe/speech recognition technology
 - Use of a word processor
 - Use of a prompter

6. AUDIT OF PLAN

- 6.1 It may not be feasible to undertake some of the works during the life of this first iteration 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. The audit will be carried out by the Premises Manager and shared with the Finance and Premises committee.

7. MONITORING OF PLAN

- 7.1 The Plan will be monitored through the Finance and Premises Committee of the Governors.

8. AWARENESS AND TRAINING

- 8.1 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.

Appendix 1:

**ACCESSIBILITY PLAN- IDENTIFYING BARRIERS TO ACCESS (PHYSICAL ACCESS, CURRICULUM ACCESS AND INFORMATION ACCESS)
JFS ACCESSIBILITY PLAN 2018 → 2021 (Updated May 2018)**

Achievable goals	Targets	Strategies	Desired Outcome	Actual Outcome	Time Frame
Further improve accessibility to the site	<ul style="list-style-type: none"> Commission Access Audit and respond to recommendations 	<ul style="list-style-type: none"> Commission review Cost recommendations Make amendments 	Improved accessibility for wheel chair access/use, Improved facility for partially sighted/blind Improved facility for partially deaf/deaf	<ul style="list-style-type: none"> The Access Audit has been reviewed. Budget to be approved for the next phase of improvement works. 	<ul style="list-style-type: none"> Works to be tendered during the summer term. Works to be carried out over the summer holiday.
Improve functional service levels of lifts	<ul style="list-style-type: none"> Work with 1440 to improve access to and smooth running of lifts in all areas 	<ul style="list-style-type: none"> Audit use and functionality of lifts Seek bespoke monthly report on lifts from 1440 	Improved operation No down periods	1440 recommend: <ul style="list-style-type: none"> Door sensors to be adjusted to reduce power and speed. An intercom is placed in addition to the call button to ensure there is a calming voice to support any entrapment. Training for students who may use the lift. 	<ul style="list-style-type: none"> Works to be tendered during the summer term. Works to be carried out over the summer holiday.
Improve facilities for evacuation	<ul style="list-style-type: none"> Purchase EVAC Chairs as required 	<ul style="list-style-type: none"> Identify need – no. and location Purchase EVAC chairs Training and advice for staff 		<ul style="list-style-type: none"> Three EVAC chairs to be bought – one near each lift. Staff training to be scheduled. 	<ul style="list-style-type: none"> EVAC chairs to be in place by the end of the summer term.

Appendix 2: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 or 3 floors in Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	1440 Teachers Students	Ongoing
Corridor access	Corridors are wide with space for wheelchairs and standing frames	Ensure pupil equipment does not block corridor	1440 Teachers Students	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	1440 GP	Ongoing
Parking bays	Disabled parking bays marked	None required	1440	Ongoing
Entrances	Doors do not have accessible openers	Consider automatic door openers	1440 GP	Ongoing
Toilets	Designated hygiene areas have hoists. Toilets have disabled access and alarms.	Maintain and ensure access	1440 GP	Ongoing
Reception area	Doors do not have accessible openers	Consider automatic door openers	1440 GP	Ongoing
Internal signage	Review	Review internal signage	1440 GP	Ongoing
Emergency escape routes – evacuation and invacuation	Fire evacuation plan in place Invacuation plan in place	Maintain and develop training	1440 GP	Ongoing