YHGA Accessibility Plan

Adopted November 2015 | Approved by Dr Rabbi J Yodaiken
Last update October 2026 | Next review October 2027 or with significant change

At Yesoiday HaTorah Girls' Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child 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 recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils with protective characteristics.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Objectives

Yesoiday HaTorah Girls' Academy is committed to providing an environment that enables full curriculum access that 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 recognizes and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Yesoiday HaTorah Girls' 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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;

- Improve 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 Yesoiday HaTorah Girls' Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognize the need to continue raising awareness for 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:

- Behaviour Policy
- Curriculum Policies
- Emergency Evacuation Plan
- Equality Information and Objectives
- Health & Safety Policy
- School Improvement Plan
- SEND Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. . A further accessibility audit will be commissioned following any major change on the site.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Health & Safety Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved *Rabbi Yodaiken*

Date *October 2027*

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school has addressed and will continue to address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENCO**
- **School Business Manager**
- **Site Manager**
- **BCIL Audit 2015**

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An Access Audit was carried out by BCIL in August 2015 following major building on site (block A). A number of recommendations were made. A further plan will be commissioned following any major changes on the Sedgley Park Site.

Action Plan A – Improving Physical Access

High Priority (A)

Recommendation	Activity	Block	Timescale	Cost	completed
Congestion and Gates Access	Review pupil arrivals and departures, liaison with Bury Traffic and Community Police. Gatehouse opened Autumn 17 to improve access Removal of the Girls Academy to Riverside long term view (2023)	Gates Ref D	ongoing		√
School Crossing Patrol	Liaise further with Bury Road Safety regarding training for security staff or more SCP personnel to cover school non Local authority breaks	Gates Ref F	ongoing	Bury training	√
External Steps External Handrails	Complete work to contrast edge of all external steps Complete work to add handrail to both sides of all steps	Across Site	Ongoing work – renewed as required		√
Access Plan for Wheelchair users	SEN department to create individual access plan for all children with mobility issues. See individual risk assessments Fit push pull bars to doors as required and make reasonable adjustments	Ref K	With every class move/new academic year	£as required	√
Personal Emergency Evacuation Plan	SEN department to include PEEP in access plan and co-ordinate with Bursar regarding Evac Policy and any specialist equipment	Ref M	With every class move/new academic year	£tbc	√
Access WC	Improve Alarm and Contrast Bars in Block B	Block B Ref R	When required use disabled WC Block A		√

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Access WC	Fit none slip barrier mat near to wash hand basin sinks	Block B Ref S	When required use disabled WC in block A		√
Carry Down Frame	Block C/B/A: stairs out of fire Exit Check Fire Risk Assessment/Fire Office if required Monitor with change of classroom. One wheelchair user.	Blocks Ref Y	Academic year September 2025	No wheel chair user on site – Carry Down Frame therefore not required.	√
Gatehouse	Automatic Doors and Disabled WC provided	Gatehouse			√

Medium Priority (B)

Recommendation	**Activity**	**Block**	**Timescale**	**Cost**	completed
Induction Loop	Block G Reception/Office area Function Hall Boys Hall Other common rooms for deaf visitors/pupils	Block A Ref J	Phased if required. Classroom loop system available for pupil use.		Not currently required
Disabled WC	Colour Contrast	Block A Ref L	ongoing	£as required	

Low Priority (C)

Recommendation	**Activity**	**Block**	**Timescale**	**Cost**	**complete**
Access Ramp	SEN building: Existing ramp replaced as and when required	SEN	As required	£10,000	
Lighting improved	SEN building: improve low lighting level	SEN	As required	£3,000	

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Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SENCO/ SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing review	High		Ongoing every academic year
2	Interventions	SENCO/SLT to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing review	High	Resourcing costs of identified areas to develop	Ongoing every academic year
3	Classrooms are organised to promote the participation and independence of all pupils	SLT for Inclusion to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing review	High	Possible resource implications where gaps are identified	Ongoing every academic year
4	Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	SLT for Inclusion to deliver staff training to teaching staff.	Ongoing	High	Not applicable	Ongoing every academic year
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	SEN Training Budget	Ongoing every academic year

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Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	On request	Not applicable	On request