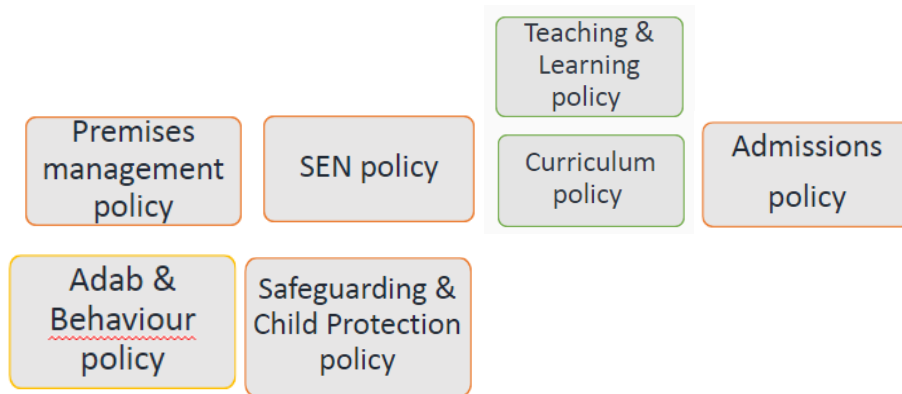




Accessibility Plan and Policy

How this policy fits in with other policies:



Log of updates

January 2018	Policy reviewed (move to new building)
January 2021	Reviewed and formatted
September 2022	Reviewed. Changes in red.
October 2024	Reviewed changes in green

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving 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 Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

Within the terms of the Act, the term ‘disability’ is defined thus:

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities”.

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette’s Syndrome, ADHD, ADD, ASD etc. This therefore includes pupils who may be on the SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

LNS Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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

- The Governing Body
- Head Teacher

Planning Duty 1

Increasing the extent to which disabled pupils can participate in the school curriculum

We will continue to

1. Audit all learning support pupils and disabled pupils in the autumn term (or whenever their disability begins or when they join the school) to assess the adaptive worksheets / resources available to them
2. Provide training for all staff on adaptive teaching of the curriculum
 - Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through adaptive teaching
 - All teaching staff to show adaptive teaching in their schemes of work
 - All teaching staff to ensure that all lessons are accessible to all pupils

3. Preparing **adaptive** resources
 - Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for **adaptive teaching** appropriate to each curriculum area
 - Use of projectors and whiteboards to enlarge text to make it easy for all pupils to read
 - Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers
 - Liaise with external specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources

4. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities
 - Risk assessment and planning of trip to include accessibility references
 - Analyse extra curricular activities to ensure inclusion of all learning support pupils and pupils with disabilities
 - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils.

5. Ensure that all pupils feel supported and included within the school
 - Placed on the SEN register, where necessary provide emotional support through Form tutors, **mentors, wellbeing lead and SENCO**
 - Close links with external specialists to ensure that we are providing all the support and access to curriculum for pupils with hearing and vision disabilities

Planning Duty 2

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Lady Nafisa School is located in a large house which has been converted into a school (formerly a nursery). The reception, Maths room, Science lab and toilet are located on the ground floor and are accessible for wheelchair users. The library and main hall are on the first floor which will require physical assistance by trained staff to facilitate access via the stairs when needed. There is enough space for the movement of wheelchairs into and out of rooms and around the corridors. Wheelchair users can access the two portcabins classrooms as well as the outside patio area. Disabled pupils not requiring the use of wheelchairs can, however, access facilities in the school.

Improvements needed:

1. Entry/Exit to/from School
 - Concrete ramps on all entry and exit points
 - Add appropriate signage for disabled parking bay

2. Lighting

- Special lighting for those with eyesight impediments has not been provided. Advice is needed on this to find most suitable lighting for individual specific needs.
3. Signage
- Signage in the car parking areas using pictorial signs and black signage on yellow for visual impairment needed
 - Mobile hearing loops needed

Currently we do not have any student who requires the above adjustments. The adjustments will be made if deemed necessary by the school in liaison with the Headteacher, the Governing Body and SENCO.

Action plan 2024- 25

Action	Strategy	Success Criteria	Lead person	Timescale
All staff have a good understanding of the Equalities Act and show behaviours expected to embed a culture of equity and inclusion	Training covering the Equalities Act included in staff induction Safeguarding training provided for all staff annually	We work in a culture that is inclusive	HT	On going
School is aware of the access needs of parents/carer including EAL	All new starter forms to include information regarding access needs e.g. the need for large print or printed in other languages	Appropriate support in place for parents/carers	Admin	On going
Increase access to the curriculum for pupils with a disability	Offer adapted curriculum for all pupils Resources are used to meet needs of learners Curriculum progress tracked closely for all students Targets are set effectively and are appropriate for pupils with additional needs Curriculum is reviewed regularly to ensure it meets the needs of all pupils	Curriculum is accessed by all pupils and self evaluation documents demonstrate this	HT and teaching staff	On going
School visits are accessible to all students	Risk assess all trips and ensure support is in place as required	Risk assessments completed thoroughly. All	Trip coordinator	On going

		pupils can participate successfully in trips	and teachers	
Review SEND list termly to ensure needs are met	Audit SEN register, view strategies in place and revise as appropriate	All SEND make good progress	SENCO	On going
Staff are confident in providing appropriate provision to all young people	Staff training to be delivered regularly including at induction on supporting students with additional needs	Training planned at the start of the year or/and as required	HT & SENCO	On going
Parents and students know who they can talk to when they need support	School website displays SENCO with contact details. IEPs shared with parents with support sign posted as required	Parents and students feel supported and listened to	HT	Dec 2022
The curriculum celebrates a range of religious views and beliefs and promotes equality for all	Plan assemblies, tutorials and events which celebrate different religious views and cultures	Students learn about a wide range of views and appreciate difference	HT and DH	On going

This action plan is reviewed annually by the Headteacher and SENCO. It will be amended to the changing needs of our stakeholders.