

ACCESSIBILITY POLICY & PLAN

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LONDON PARK SCHOOL CLAPHAM

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Policy Summary

London Park School Clapham is committed to equal opportunities and aims to uphold a positive, non-discriminatory approach to disability. The School regularly reviews all policies, procedures, and practices to ensure that it will not discriminate against disabled students or prospective students as far as is reasonable.

Intended Audience

- London Park School Clapham Staff
- Parents

Definition

The definition of a disabled person (Disability Discrimination Act 1995) is “someone who has a physical or mental impairment which has an effect which is substantial, adverse and long term on his or her ability to carry out normal day-to-day activities.” For the purposes of this policy, disabled students may include students with physical, mental or sensory impairments, students with learning disabilities and students with impairment by long-term or serious illness or condition.

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General

Admission for London Park School Clapham is outlined in the **Admissions Policy**. Priority is given to those students who attend Dukes prep schools, unless the Head has any concerns which they have previously discussed with the child's head and parents. Students entering at any other stage and from other schools are assessed synoptically to judge their suitability to join the school. Their entry is dependent on places being available.

The School applies these criteria to all potential students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled student or potential student at a substantial disadvantage compared to any student who is not disadvantaged because of his/her disability.

The duty to take reasonable steps or adjustments is owed to all disabled students, and the School has, therefore, to anticipate needs. The School recognises its duty to consider the broad range of needs and requirements of all students, current and future, and accordingly to plan and make changes to policies, procedures, and practices, to ensure that disabled students will not be placed at a disadvantage.

In making reasonable adjustments and in drawing up accessibility plans to improve access over time, the School will take into account its own resources, the health and safety of all students, the practicalities of making adjustments and the need to maintain standards for all students.

The School seeks to ensure that all students have maximum access to its education and associated services by anticipating the needs of students in all its planning and provision and making reasonable adjustments wherever possible. The School will review regularly all its policies, procedures, and practices to ensure that it will not discriminate against disabled students or prospective students as far as is reasonable. The School aims to uphold a positive, non-discriminatory approach to disability, as part of its commitment to equal opportunities.

The School will aim to plan for positive solutions to enable disabled students to participate fully in school life, but will also take into account the following factors:

- the need to maintain academic, sporting, musical and other standards
- the financial resources available to the School
- the practicalities involved
- health and safety requirements
- the interests of other students

Areas in which disabled students may be disadvantaged

Any student with significantly impaired mobility is going to be put at a slight disadvantage in some areas by the physical layout of the site.

At LPS Clapham there is lift access in both buildings which enables access to all floors except the top two floors of Broadoak, and the teaching space above the Dining Room. These matters cannot be remedied in any substantial way by reasonable adjustments.

However, as required, lessons would be timetabled outside of these spaces.

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Although blind and deaf children would have difficulty in accessing the curriculum, provision could be made to enable partially sighted and hard of hearing children to lead fulfilling lives at London Park School Clapham. Any other disability that did not include severely restricted mobility e.g. Tourette's, would not disadvantage a child from gaining complete access to the curriculum.

Students with specific learning disabilities such as dyslexia would be supported by the school's SENDCo and staff would be informed of appropriate techniques such as colour filters etc. Support is also provided by the learning support department on a one-to-one basis or small groups. Students at London Park School Clapham all have laptops that they use in lessons, and we arrange extra time in exams or scribes/readers as appropriate.

Awareness of Policy

Parents and staff should know that the school has an equal opportunities policy and is committed to equality of opportunity for all its students. There is a more detailed policy dealing with provision for learning support available for parents and staff to read, the Learning Enrichment Policy (SEN & EAL).

Three Year Plan

Year	Project
2023-24	<ul style="list-style-type: none"> • Training of Teaching Assistants in relevant SEND, technologies and support strategies • Provide support within the classroom for children with significant sensory difficulties (vision and hearing) • Forge links with external agencies providing British Sign Language for any visitors requiring the service • Purchase/source appropriate assistive learning schemes to support learning outside the classroom e.g. dyslexia specialist resources • Build assessment for access arrangements from school SENDCo into school calendar for Year 9s • Provide appropriate access arrangements in exams for those who qualify • Use of coloured overlay and sensory resources for some children • Training in reader pens and Dragon dictation for students who require this as their normal way of working • Use of non-white paper throughout the school to support dyslexic students and those with visual impairments e.g. recycled paper • Use pastel backgrounds on the IWBs • Maintain mobility-impaired lavatory and ramp
2024-25	<ul style="list-style-type: none"> • As above • Review access to all buildings • Increase use of assessments to screen for additional needs from Year 7 • Review furniture in a learning environment e.g. use of standing desks and wobble pads for chairs • To provide further training to TAs in supporting students with speech and language difficulties • Develop working relationships with specialists i.e. Educational Psychologist, Occupational Therapist and Speech and Language Therapists. Working discussion group possibilities to be explored.
2025-26	<ul style="list-style-type: none"> • As above • Develop gardens to enable play for children with sensory needs • Continue to look at range of specialist equipment and technology on offer