

ACCESSIBILITY POLICY & PLAN

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Accessibility Plan 2023 – 2026

Ethos and aims

London Park School Clapham ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Learning Enrichment Policy (SEN and EAL) sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Learning Enrichment Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes 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 includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and

- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding and our Equality Opportunities Policy.

The plan will be made available online on the school website, and paper copies are available on demand if requested.

How the plan is constructed

The SLT, with the help of the SENCo, Head of Operations and Admission, construct the plan every three years and meet:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities

- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of the pupils are sought and considered. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN.

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of pupils with disabilities are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2023-2026. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request.

How the plan is reviewed and monitored

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to Fiona McAllister via f.mcallister@londonparkschools.com. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- Learning Enrichment Policy (SEN & EAL)
- Admissions Policy
- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Completion of the second building so that pupils can access more of the specialist classrooms. Sensory room provision	Build to remain on time.	Sept 2024 – Jan 2025	Dukes	Building completed and most opened Sept 24, final parts opened Nov 24 Sensory room installed. April 24
Medium Term	Review furniture in a learning environment e.g. use of standing desks and wobble pads for chairs	Conduct a survey to identify needs.	Sept 2025	Head of Operations	Completed Standing desks provided. Wobble pads available for those who want them. Will continue to review
Long Term	Develop play ground to enable play for children with sensory needs	Conduct a survey to identify needs.	April 2026	SLT	Survey being completed for pupil voice

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Provide support within the classroom for children with significant sensory difficulties (vision and hearing)	As we move into the new buildings Lighting design and displays to be considered. Ongoing	April 24 – Sept 25	Head	Lighting design mimics sunlight Displays are kept to a minimum Students provided with access

	Provide appropriate access arrangements in exams for those who qualify		Ongoing	SENCO	arrangements needed at GCSE 25 (first GCSEs as per JCQ regulations).
Medium Term	Identify further support for SEN students e.g. dyslexia specialist resources	Purchase/source appropriate assistive learning schemes	April 25-Sept25	SENCO	IDL programme identified and being implemented
	To provide further training to TAs in supporting students with speech and language.	Training of Teaching Assistants in relevant SEND, technologies and support strategies	Sept 25	SLT/ SENCO	TAs employed with higher qualifications than previously
	Identifying where more school trips and events can be made accessible for students with sensory and social and emotional needs	Working with external providers to make adaptations	Sept 25	SENCO	Individuals identified and support mechanisms put in place- to be continued in the future
Long Term	Develop working relationships with specialists i.e. Educational Psychologist, Occupational Therapist and Speech and Language Therapists. Working discussion group possibilities to be explored.		Sept 26	SENCO	

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
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Short Term	Improve resource accessibility	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 pastel backgrounds on the IWBs	Sept 24	SENCO	Coloured overlays used and colorveil on computers with mixed success, some students say it works and others don't Students didn't like the dragon reading pens, have reverted to TA support in lessons. This has been implemented
Medium Term	Improve access to information for visually impaired	Use of non-white paper throughout the school to support dyslexic students and those with visual impairments e.g. recycled paper	Sept 25	SENCO	Have found that size of text makes bigger impact and use of technology is more resource efficient
Long Term	Provide British Sign Language for any visitors requiring the service	Forge links with external agencies providing British Sign Language	Sept 26	SENCO	Agency identified who can provide translation