Accessibility Plan

Name	Accessibility Plan
Regulatory or legal requirement addressed by policy	To ensure that the school meets its duties to support students with disabilities and special educational needs, promote inclusion, and provide accessible facilities and information.
Policies referred to	Equality Act 2010 (Schedule 10) Children and Families Act 2014 SEND Code of Practice: 0 to 25 Years (2015) Independent School Standards (England) Regulations 2014 Health and Safety at Work etc. Act 1974 Human Rights Act 1998 Special Educational Needs and Disability Regulations 2014
Approved by	Head
Policy owned by	Head of Operation
Date Effective From	September 2025
Date of next review	July 2027
Published on website	

This Accessibility Plan will be reviewed and updated annually or more frequently when there are changes in legislation and/or government guidance.

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Introduction

London Park Schools is committed to providing an inclusive, supportive and accessible learning environment across all our campuses: LPS Mayfair, LPS Sixth, LPS Hybrid. We recognise and celebrate the diversity of our student body and are fully committed to ensuring that every young person, regardless of physical, sensory, cognitive, or emotional need, is able to access high quality teaching, facilities, enrichment and pastoral care.

Each of our sites has its own character and operational model, and with that comes unique challenges and opportunities when it comes to accessibility. This Accessibility Plan outlines how we meet the needs of current and prospective pupils with disabilities across all settings, and how we continue to adapt our practices, environments, and curriculum to remove barriers to participation and success.

We understand accessibility as more than physical adjustments. It includes access to learning, communication, social inclusion and emotional wellbeing. Our approach is shaped by ongoing dialogue with students, parents, staff and specialists, ensuring that we remain responsive, person centered and legally compliant.

This plan is reviewed annually and reflects the aims of the Equality Act 2010, the SEND Code of Practice (2015), and other relevant statutory guidance. It also supports our broader commitment to inclusion, belonging and equity across the London Park Schools group.

The plan and other relevant policies can be made available in large print or other accessible formats, if required.

The plan has been developed in consultation with staff, students and parents to ensure we are meeting our responsibilities under the Equality Act 2010.

Key Aims of our Accessibility plan.

We aim to:

1. Increase access to the curriculum for students with disabilities.
2. Improve the physical environment of the school wherever reasonably possible, to enhance access.
3. Improve the availability of accessible information for students, staff, parents and visitors.
4. Ensure all students who qualify for exam access arrangements are identified, assessed and supported in accordance with JCQ regulations.

These aims will be supported by a rolling action plan (see below) which will be monitored throughout the year and formally reviewed annually. Ongoing staff training will ensure the whole community understands its responsibilities under the Equality Act 2010. The Head of Operations and the Head will jointly monitor implementation of the Accessibility Plan and where required a revised plan will be developed and approved for the academic year.

The Accessibility Plan can be read with the following policies, strategies and documents:

- Equal Opportunities Policy
- Health and Safety Policy
- SEND policy
- Disability Policy
- Risk Assessment Policy

Background

LPS Mayfair operates from a converted Grade 1 listed property, which presents some constraints in terms of structural alterations and physical accessibility. Due to the nature of the building and restrictions associated with its listed status, significant modifications are not always feasible. For example, there are staircases throughout the site with limited space for lift installations.

Despite these challenges, we remain committed to making reasonable adjustments to support students with disabilities and ensure our learning environment is as accessible as possible within the constraints of the building.

LPS Sixth occupies a recently renovated five story Georgian town house at 79 Eccleston Square. While the historical layout inevitable limits the scope for structural change, our aim is to make the experience of LPS sixth inclusive through thoughtful scheduling, personalised support and smart use of technology, mirroring the structured independence ethos that defines the Sixth Form.

Hybrid@LPS delivers a flexible, part online, part campus education designed around student needs. Most core teaching is delivered online through scheduled live lessons, recorded content and self-directed tasks via Microsoft teams and our dedicated Hybrid platform. Students access their learning from home or chosen locations, removing many of the physical barriers. Families can adapt their home learning spaces to suit sensory, mobility or neurodiverse needs.

Accessibility and Inclusion Action Plan

The action plan will be reviewed on a regular basis and revised as necessary to ensure it remains effective and responsive to the evolving needs of the LPS community. LPS recognises the importance of promoting awareness and understanding of disability and is committed to providing ongoing training for all staff. This training will support the development of inclusive attitudes, help prevent discrimination, and ensure that all students and staff are treated with dignity and respect in accordance with the Equality Act 2010.

Acronyms:

- EHCP (Education, Health and Care Plan)
- SEN (Special Educational Needs)
- SLT (Speech and Language Therapist)
- OT (Occupational Therapist)
- SLCN (Speech, Language and Communication Needs)
- JCQ (Joint Council for Qualifications)

Inclusive Admissions

Where it is practical to make reasonable adjustments to enable a prospective student to take up a place at LPS and to satisfy the current admissions criteria, LPS school is committed to implementing & providing those adjustments.

To meet the needs of students with disabilities, LPS requires full information. We will ask all applicants for admission to disclose whether they have received any learning support, have had an external specialist's report or have any disability or health needs including mental health needs of which LPS should be aware.

When visiting any of the LPS sites, parents of prospective students will be asked if they or any member of the visiting party has specific access arrangements in order that we can be as accommodating as possible.

In assessing the student or prospective student, LPS may need to take advice and require assessments as appropriate. LPS will be sensitive to any issues of confidentiality.

Supporting students with Disabilities

Although the status and layout of some LPS buildings can make physical adaptations more challenging, LPS is committed to making reasonable adjustments wherever possible across all sites. We recognise that accessibility is not limited to physical space, and we aim to remove barriers to participation in learning, enrichment and daily school life through flexible timetabling, inclusive teaching practices and personalised support. Examples of adjustments we can offer across our settings include (but are not limited to):

- **Seating arrangements** for partially sighted students to support optimal classroom access
- In terms of **timetabling**, we ensure that, as far as possible, students and/or teachers with disabilities are scheduled into accessible teaching spaces wherever possible, particularly on ground floors or in online environments.
- **Enlarging fonts** of handouts, presentations, and documents if necessary
- **Providing students with disabilities with a 'buddy'** to assist with day-to-day tasks such as carrying plates and food in the lunchroom
- **Use of Assistive Technology:** Provide access to screen readers, speech-to-text software, or other assistive technologies where appropriate.

- **Modified Homework or Assessment Formats**: Offer alternative formats for assessments (e.g. oral presentations instead of written work) where a disability makes standard formats inaccessible.
- **Quiet Spaces:** Designate quiet areas for students who may need a low-stimulation environment due to sensory processing needs or anxiety.
- **Flexible Timetabling**: Allow for flexible start times or rest breaks during the day for students with fatigue-related conditions or medical needs.
- **Staff Awareness and Communication Plans:** Ensure staff are aware of individual students' needs and that there is a clear communication plan in place for emergencies or changes in routine.
- **Accessible Fire Evacuation Procedures:** Have a Personal Emergency Evacuation Plan (PEEP) in place for any student or staff member who may need assistance during an evacuation.
- **Inclusive Extracurricular Activities:** Make reasonable adjustments to ensure all students can participate in school trips, clubs, and sports.
- **Remote & Flexible learning** – Flexi –Sixth option already allows one subject to be followed online; this can be extended case by case for students recovering from injury or with fluctuating medical conditions.

Accessibility Plan

Aim 1: To increase the extent to which students with disabilities (including those with special educational needs) can participate in the school's curriculum

ACTIONS	TIMESCALE	Staff LEAD	COST (£)	SUCCESS CRITERIA
Admissions Offer Discovery Days ensure early identification and appropriate planning for prospective students with SEND. Individual provision maps are created for each identified student and shared via ISAMS. These include a pen portrait of the student's needs under the Student Register module. More detailed provision plans, including targets and outcomes, are tracked using Edu Provision Map, in line with the Loft Handbook. This system has been developed and embedded between April 2024 and August 2025.	Review January 2026	Head of Learning Enrichment	Nil	All student needs assessed and implemented. A referral and assessment system established.
Engage Speech and Language Therapists and Occupational Therapists to provide intervention where required. Students, therapists and parents are consulted to ensure appropriate provision is put in place. Notes in place to demonstrate students are accessing therapy and CVI ensures excellent communication between the outside agencies.	Next Review Jan 26 Next Review Jan 26	Head of Learning Enrichment Claudia Venneri (CVI) Claudia Venneri (CVI)	Speech - £300 per day – 6 sessions per day, once a week OT paid by parents	Progress tracked through ongoing communication with CV and external professionals/targeted support shows improvement. Speech and Language Therapists worked with six students (2 EHCP – Funded). Review progress made termly. OT with 5 students (3 EHCP Students – Funded). Review progress made termly Outcomes monitored in collaboration with parents. Termly

				progress reports inform future intervention planning. Provision is well matched to student needs, regular communication to confirm satisfaction with support
Monitoring IT strategy to ensure that assisted technology is available to all students. Text Help – Exam Packaged – Read/Write has been launched increasing number of students using this in lessons, 6 students used in exams this in 2024/2025 - Focus to increase staff use and allow access to all students as study tools to increase general use of the tool.	Termly – Jan 2026	Head of Learning Enrichment / Exams Officer / Head of Student Data and Tracking	Included with current subscriptions. £800	Accessible technology is used effectively in lessons and for assessment access arrangements Progress tracked through observation and software reports. Eligible students receive appropriate access arrangements, evidenced through SEND file, software use and exam access records.
Make reasonable adjustments to ensure all students can participate in school trips, clubs, and sports.	Ongoing	Education Trips and Visits Coordinator (EVC), DHP	Ongoing – per trip	Approved risk assessments. SEND students have equal access to all trips and visits.
TA support in place for some students with EHCPs and others who need help with barriers to learning.	Termly – Next Sept 25	Head of Learning Enrichment	No current additional cost If required additional TA £20-30K EHCP from external Government Funding	Students, TA's and parents are consulted to ensure best provision is put into place.

Students with approved movement or quiet space arrangements hold a loft card to show to teachers this allows for students. Decisions made via pastoral and loft team.	Termly – Next Jan 26	Head of Learning Enrichment	Nil	This arrangement is used by a number of students within every year group.
Access arrangements are in place to represent a students normal way of working as per JCQ guidance, main arrangements in school is 25% extra time, smaller rooms, rest breaks. Students have also used reading, prompting, scribe and also special paper (squared/colour).	Termly – Next Jan 26	Head of Learning Enrichment / Exams Officer	£1000 per year	Adjustments are appropriate, personalised, and compliant with JCQ expectations.
Staff receive regular training on areas of SEND.	Termly – Next Jan 26	Head of Learning Enrichment	Nil	Whole inset day on Adaptive teaching in Jan 2025 and there are ongoing CPD sessions on adaptive teaching. Adaptive teaching is a main component of the new LPSM Educational Framework (September 2025). All-staff training provided at September INSET 2025.
To continue improving ways in which information about SEND is shared amongst the teaching staff to enable more effective support for SEND students. All teaching staff consistently access and use ISAMS to review student learning profiles.	Termly	Head of Learning Enrichment	Included in ISAMS subscription	Information on ISAMs has been standardised to make information easily accessible. More detailed plans can be found on Provision Map. Previous staff feedback indicates increased confidence in using ISAMS for planning and delivery.

Weekly staff briefing - highlights any vulnerable children so all staff can support.	Weekly	All staff	Nil	Staff receive a summary identifying learning needs and how to best support individual children
Counsellor available to support vulnerable students for social emotional mental health	Weekly review in pastoral meetings	Deputy Head Pastoral	Salary included as part of payroll	Children with SEMH report feeling more confident with this support.
Students who are deaf or hard of hearing. Although the School does not have any students that fall into this category, the school is committed to provide facilities to support any potential students who require assistance. At present no permanent hearing assistance systems (e.g. hearing loops) are in place. This will be kept under review in line with future admissions and student's needs.	Review Sept 25	Head of Operations/Head of Learning	TBC	Head of Operations is to investigate cost and practicality of installing hearing loops. This should then be part of a CAPEX bid to Dukes Education. The Head of Learning will liaise with parents and the students to understand needs in September. Provision is provided for students with Auditory processing. In 2024-2025 one student used a hearing loop system via a portable mic provided by parents.
Students with limited mobility (temporary or permanent) will be accommodated according to reasonable adjustments.	Termly	Head of Operations Head Deputy Head Pastoral Deputy Head Academic Head of Learning Enrichment		Students with temporary mobility issues may move between lessons slightly earlier, with support of a designated peer if needed. Where possible, timetables are adapted to reduce the need for movement between floors. Lunchtime arrangements are flexible; meals can be brought to an

				accessible location such as the lounge, where peers will join them to maintain social inclusion.

Improving the physical environment at LPS sites

AIM	**Improve the physical environment of LPS sites to increase access to education by students with disabilities.**		
ACTION	**TIMESCALE**	**SLT LEAD**	**SUCCESS CRITERIA**
Improvements to SEN and Counselling rooms to create more inclusive, calming and accessible spaces. Students and staff will be involved in the planning and design process to ensure the rooms meet their needs.	Completed	Head of Operations/Head of Learning Enrichment	Loft and Counselling rooms refreshed Feb2025, students report space is calmer and helps them regulate.
Improvements to the 106 Building Layout & Facilities to increase access to all students. This is a phased project in process: Phase 1 – Refurb of Coventry & Lounge completed. Additional teaching spaces and individual booths for students Phase 2- Refurb of Terrace, allowing quiet reflective space for students & staff. Phase 3 – Refurb of Reception, Library and Staircase. Phase 4 – Refurb of classrooms (biophilia and wellbeing for SEND students)	Jul/Aug 24/completed. Jul/Aug 24 & Jul/Aug 25	Head of Operations	Improved access for students with mobility needs through the creation of additional flexible teaching spaces due to additional teaching spaces. Enhanced facilities for quiet reflection to support the wellbeing of students and staff who benefit from calm, low stimulation environments.

Improving the delivery of information to disabled students

AIM				
ACTIONS	**TIMESCALE**	**STAFF LEAD**	**COST**	**SUCCESS CRITERIA**
Students can independently access learning platforms, apps and assistive tools.	Reviewed in IT Committee each term Next review Sept 25	DHA / Head of Learning Enrichment	Devices purchased by parents	All students in years 7-11 are issued a Microsoft Surface Go through our one device per child programme. Sixth Form students are required to have a device. Hybrid@LPS students have their own devices.
Accessibility training for staff and students including use of Microsoft learning tools. For CPD – Making use of Microsoft Tools in Classroom & Use of Read/Write Software	Jan 24 (Inset) Ongoing for new staff & Students	DHA	£250	All staff and students demonstrate confidence using key accessibility features to support learning. New staff and Students to receive training Sept 25
Provision of written materials in different formats such as coloured overlays or paper, enlarged fonts, dyslexia friendly layouts as needed. Possibly identified for 1 student – to engage with student and parents to identify next steps	Termly – Sept 25	Head of Learning Enrichment	£200	Improved access for students with reading difficulties. Reduces the need for more costly tech interventions.
Regularly review provision for any new students, staff or parents who may be visually or hearing impaired.	Termly – Sept 25	Head of Learning Enrichment	£50	Adjustments made swiftly to ensure all individuals can access information.

Ensure SEND support plans and provision maps are maintained and reviewed for students in the Sixth Form and Hybrid@LPS.	Termly	Head of Learning Enrichment	Nil	All students on Provision Map software and have provision allocated where a student is placed at SEND Intervention or EHCP level on Loft Register. Review termly
Review Hybrid@LPS platform to ensure it includes accessibility features (e.g. screen readers, captions, font options)	Completed to be reviewed January 26	Head of Online Learning	£200	Digital tools meet needs of students with disabilities
Consider providing live or recorded transcripts/captions for lessons where needed	As required	Sixth Form Lead / SENCO	Nil	Students access content equally

Review, oversight and commitment to ongoing improvement.
LPS is committed to continual improvement in accessibility. This plan is not static, it evolves in response to the needs of our students, parents, staff and visitors.

- The SLT monitors progress against the Accessibility plan termly.
- The Governing body reviews the full plan annually and ensures it remains aligned with the LPS strategic development and capital investment.
- The Head of Learning Enrichment coordinates updates in response to new admissions, changes in student's needs, and external professional recommendations.
- Staff Training needs relating to accessibility are reviewed regularly
- Feedback from students and parents is actively sought, this includes formal review points but also informal discussions where reasonable adjustments are made.

Review of 2021–2024 Accessibility Plan
The following actions were completed during the previous plan period:
- Risk assessments were reviewed and updated across all sites.
- Staff received training on inclusive teaching practices and accessibility awareness.
- Adjustments were made to timetabling and classroom layouts to improve access.
- Assistive technologies were introduced for students with specific learning needs.
- Quiet spaces and flexible learning options were implemented where needed.
- Physical and Financial Resources Allocated (2021–2024):
- Budget allocated for minor building adjustments and signage.

- Investment in assistive technology tools and software.
- Staff CPD budget used for accessibility and SEND training.

Accessibility Plan 2024–2027

This plan builds on the previous cycle and includes the following priorities:
- Continue to improve physical access where feasible, especially signage and lighting.
- Expand use of assistive technology and digital learning tools.
- Strengthen consultation with parents and carers through surveys and forums.
- Monitor and review accessibility adjustments termly with SLT oversight.
- Allocate budget annually for accessibility improvements and training.