

Nishkam School Trust



Nishkam High School Birmingham: Accessibility Plan

Approved by:	Local Governing Board	Date: March 2026
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Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam School Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school will actively seek to improve access to services in the ways set out below and will sets out the steps the school will take to achieve this within the action plan:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers 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 covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Nishkam School is committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

NISHKAM HIGH SCHOOL – Accessibility Plan (2026-2029)

Improving the Curriculum Access

Improving Access to the Curriculum

Objective	Strategy	Lead	Timescale	Success Criteria
Train staff to meet growing SEND and physical needs.	Annual SEND CPD including disability awareness, adaptive teaching, medical training, and specialist equipment use.	SENCo / SLT	Ongoing (annual review)	Inclusive practice evident in lessons. SEND pupils make strong progress.
Increase access through targeted literacy and numeracy intervention.	Continue Reading Interventions (Lexia, Reciprocal Reader) via GL assessments. Introduce Maths Intervention Programme using GL data with small-group and 1:1 support.	SENCo / Maths Faculty Lead / SLT	Launch 2026, embed 2026–2029	Improved GL outcomes. Gaps between SEND and peers diminish.
Ensure effective deployment of specialist staff and resources.	Annual audit of provision mapping, assistive technology and staffing to match pupil need.	SENCo / SLT	Ongoing	Provision aligned to need. Pupils report improved access.
Ensure inclusive extra-curricular activities and trips.	Accessible risk assessments via Evolve system. Staff trained in reasonable adjustments.	EVC / SLT	Ongoing	Increased SEND participation in clubs and visits.
Develop SEND learning spaces.	Build new SEND Hub (Summer 2026) with wheelchair access, intervention rooms and therapy space.	Co-Principals / SBM	Summer 2026 build; embed 2026–2027	SEND Hub operational by Sept 2026. Increased intervention capacity.

Improving Access to the Physical Environment

Objective	Strategy	Lead	Timescale	Success Criteria
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Improve physical access for pupils with mobility needs.	Construct and commission new SEND Hub with accessible facilities and adaptable spaces.	Co-Principal / SBM / Site Team	Summer 2026	Building compliant with accessibility standards.
Maintain accessibility across existing site.	Annual accessibility audit of internal and external areas with timely action.	SBM / Site Team	Annual review	Site remains fully accessible.
Ensure safe evacuation procedures.	Maintain and review PEEPs annually. Staff trained in evacuation procedures.	SENCo / SBM	Ongoing	All relevant staff aware of PEEPs.
Promote independence in classroom environments.	Annual review of classroom layouts for wheelchair access and adaptive seating.	SENCo / SLT	Annual review	Learning environments audited as inclusive.

Improving the Delivery of Written Information

Objective	Strategy	Lead	Timescale	Success Criteria
Ensure written information is accessible.	Provide alternative formats (large print, electronic, translated materials) upon request.	SBM / SLT	Ongoing	Information provided promptly in requested formats.
Improve digital communication accessibility.	Review website and MCAS systems for screen reader and mobile compatibility.	SLT / IT Lead	2026–2027 review; ongoing	Website compliant with accessibility standards.

Support stakeholders with EAL and communication needs.	Record key presentations and provide translated summaries where required.	SLT	Ongoing	Increased parental engagement.
Ensure policies reflect complex needs.	Review and update Intimate Care, Medical Needs and Accessibility policies as intake changes.	Co-Principal / SENCo	As required	Policies ratified and aligned to pupil needs.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Team and Local Governing Body.

It will be approved by the Local Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy