

Nishkam School Trust



Nishkam High School Wolverhampton: Accessibility Plan

Approved by:	Local Governing Board	Date: October 2022
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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 PRIMARY SCHOOL WOLVERHAMPTON – Accessibility Plan (2022-2025):

Aim	Current good practice	Objectives	Actions to be taken	Owner	Timescale	Success criteria
Improving the Physical Access	<p>The environment of each/the school is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	Improved access for all pupils	To ensure the new hall meets the necessary accessibility requirements	Headteacher/ SENDCO	Annual review	All pupils can access the hall and its facilities
Improving the Curriculum Access	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	SENCO to facilitate training and use external specialists where required.	<p>SLT, teachers and Associate teachers have up to date knowledge to ensure the school is catering to the needs of individuals in the class.</p> <p>Review curriculum with any new joiners with additional needs.</p>	SENDCO	Annual review	Individual needs of pupils will be met in order for them to access the curriculum.
Improving the Curriculum Access	Ensure all school trips and visits including residential are accessible for all pupils	Engagement with parents to ensure the school understand specific needs and to incorporate in the planning using risk assessments, PEEPs and Evolve.	All pupils can take part in trips and activities appropriate with all reasonable adjustments.	SENDCO	Annual review – ongoing assessment prior to any trips and visits organised	Full participation into school activities

Aim	Current good practice	Objectives	Actions to be taken	Owner	Timescale	Success criteria
Improving the Curriculum Access	Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lesson planning ensures all children's needs are met and make suitable adjustments for inclusivity	SENDCO	Annual review – ongoing throughout the academic year	All children have access to the school curriculum
Improving the Curriculum Access	Ensure the curriculum is suitably differentiated to meet the needs of all learners	Teachers to plan accordingly for all pupils in their classes. SLT to routinely check planning, observe lessons and carry out book reviews to ensure needs are being met.	Pupils make at least expected progress from their previous mile stone.	Teachers SLT	Annual review – ongoing throughout the academic year	All pupils can and will achieve
Improving the Delivery of Written Information	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	SENDCO Office staff	Ongoing	Communication to all stakeholders is inclusive
Improving the Delivery of Written Information	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	SENDCO Office staff	Ongoing	Communication to all stakeholders is inclusive

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