

Nishkam School Trust



Nishkam School West London: Accessibility Plan

Approved by:	Local Governing Board	Date: October 2022
Last reviewed on:	October 2022	

Contents

1. Aims	3
2. Legislation and guidance	4
4. Monitoring arrangements.....	7
5. Links with other policies	7

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 West London 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 SCHOOL WEST LONDON – Accessibility Plan (2022-2025)

1. Improving access to the curriculum

Objectives	Strategy	Lead	Timescale	Success criteria
To continue to train staff to enable them to meet the needs of pupils with additional needs.	-SENCO to provide training for staff as needed. -Ongoing monitoring to ensure needs are met & provision in IEPs is actioned.	SENCO/SLT	In place & ongoing	-All pupils have access to the curriculum. -Needs of all pupils met & achieve exceptionally well. -Staff upskilled on all aspects of disability awareness & inclusion. -Monitoring & SEND reviews evidence that curriculum is adapted to meet needs of individual pupils.
To continue to ensure that there is effective use of resources & specialised equipment to increase access to the curriculum for all pupils. To continue to ensure that staff are aware of the adaptations to the curriculum required to meet the needs of individual learners.	-SENCO to guide staff on the access arrangements & resources required to support access to the curriculum. -Ongoing monitoring to ensure that pupils have access to the curriculum & needs are met.	SENCO/SLT	In place & ongoing	-All pupils have access to the curriculum -Needs of all pupils met & achieve exceptionally well. -Audits evidence that all classroom environments are inclusive for all pupils. -Monitoring & SEND reviews evidence that curriculum is adapted to meet needs of individual pupils.
To continue to ensure that all out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	-Pastoral team (S) & Deputy Head (P) to target & track club participation to ensure increased uptake of places by SEND pupils.	HOKs (S) DHT (P)	In place & ongoing	-Increased participation of SEND pupils in extra-curricular activities with access arrangements in place.

2.Improving the delivery of written information

Objectives	Strategy	Lead	Timescale	Success criteria
To ensure that stakeholders can access key information.	- All written material, including website information, to be available in alternative formats as necessary.	Trust/SBM	Ongoing	-Written information & website accessible to all.
To ensure that parents/carers with disabilities are able to access curriculum/parent consultation meetings.	-Meetings to be delivered remotely or recorded & sent out.	SLT	In place & ongoing	-All parents/carers have access to curriculum & progress information.

3.Improving access to the physical environment

Objectives	Strategy	Lead	Timescale	Success criteria
To continue to maintain outside areas so that they are accessible to all.	-Site team to regularly audit external accessibility & action any findings.	SBM	In place & ongoing	-Access around exterior of school is accessible to all.
To continue to maintain accessibility of the building.	-Site team to regularly audit accessibility within the building & action any findings. -PEEPs for individual pupils maintained & updated.	SBM	In place & ongoing	-Access around interior of school is accessible to all. -All staff working with pupils who have PEEPs are aware of these.

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