

Nishkam School Trust



Nishkam School West London: Accessibility Plan

Approved by:	Local Governing Board	Date Spring 2026
Last reviewed on:	Autumn2025	

Contents

1. Aims.....	3
2. Legislation and guidance	4
4. Monitoring arrangements.....	10
5. Links with other policies	10

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 and 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
- Ensure all its pupils are treated 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 set 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 (2026-2029):

I. Improving access to the curriculum

Nishkam School West London’s Accessibility Plan (2026–2029) sets out how NSWL will improve curriculum access, physical access, and the delivery of information for pupils with disabilities, in line with the Equality Act 2010. This aligns with our inclusive ethos and other statutory SEND and Equality policies.

Objectives	Strategy	Lead	Timescale	Success criteria
To continue to identify barriers to learning in students with and without identified SEN needs	<ul style="list-style-type: none"> - Assessments - Stakeholder Feedback (teachers, parents) - Incident logs - Physical assessments of student access to the environment - Third party professionals used for observations - Learning walks 	SENCO/SLT	In place & ongoing	<ul style="list-style-type: none"> - Students with needs are quickly identified and supportive measures are put in place
To continue to train staff to enable them to meet the needs of pupils with additional needs.	<ul style="list-style-type: none"> -SENCO to provide training for staff as needed. -Ongoing monitoring to ensure needs are met & provision in IEPs is actioned. - Bulletin reminders and briefing used for additional training. - Third party training provided routinely. 	SENCO/SLT	In place & ongoing	<ul style="list-style-type: none"> -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.
<p>To continue to ensure that there is effective use of resources & specialised equipment to increase access to the curriculum for all pupils.</p> <p>To continue to ensure that staff are aware of the adaptations to the curriculum</p>	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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.

<p>required to meet the needs of individual learners.</p>				<p>-Monitoring & SEND reviews evidence that curriculum is adapted to meet needs of individual pupils.</p>
<p>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.</p>	<p>-Pastoral team (S) & Deputy Head (P) to target & track club participation to ensure increased uptake of places by SEND pupils. SENCO informed of SEN students attending off site trips and provides risk assessment accordingly.</p>	<p>HOKs (S) DHT (P) SENCO</p>	<p>In place & ongoing</p>	<p>-Increased participation of SEND pupils in extra-curricular activities with access arrangements in place.</p>

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. Phone conversations available for those who require them.	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. - Adequate disabled toilets and provided and they are maintained to high standard. - Lift is provided and maintained to high standard.	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. Removing barriers to Communication & Language

Objectives	Strategy	Lead	Timescale	Success criteria
To remove barriers to Communication & Language in our families	<ul style="list-style-type: none"> - Website is translatable to numerous language. - Key documents like admissions information is available in Punjabi - Access to translators for meetings. 	SBM	In place & ongoing	-All parents can access key messaging in a range of formats.
To remove barriers to Communication & Language for students	<ul style="list-style-type: none"> - EAL support provided for key groups. - ATs work closely with students with communication & language barriers. - SALT provided 3 times per week - Friendship group is in a quieter, supportive environment for students to socialise in. - Use of Widgeits (pics) for non-verbal and visual communication. 	SENCO	In place & ongoing	-All pupils are able to communicate effectively.

5. Addressing Sensory Barriers

Objectives	Strategy	Lead	Timescale	Success criteria
To support hearing/visually impaired pupils access materials.	<ul style="list-style-type: none"> - Fire alarms are visual and audible. Key staff linked to pupils will lead/support. - Hearing impaired students are provided with hearing aids and teachers have microphones which they speak into. - Friendship group is in a quieter, supportive environment for students to socialise in. 	SENCO/SBM	In place & ongoing	-All sensory barriers are removed.

6. Addressing Technology Barriers

Objectives	Strategy	Lead	Timescale	Success criteria
To ensure digital resources are accessible	<ul style="list-style-type: none"> - MCAS and ParentPay drop-in centres for parents with limited technology access or competence. - Laptops available for students with no IT access at home. - Library kept open later for students to work from computers. 	SBM	In place & ongoing	- All parents and students are able to access communications provided electronically.

7. Emergency Evacuation and Safety Provisions

Objectives	Strategy	Lead	Timescale	Success criteria
<p>To ensure all students and staff that require PEEP's have them in place</p> <p>Ensure staff know their responsibilities</p> <p>Address evacuation equipment and drills for SEND pupils</p>	<ul style="list-style-type: none"> - PEEPs are reviewed and communicated to relevant people. 	SBM	In place & ongoing	<ul style="list-style-type: none"> - All those who require PEEP's have one in place and can easily access it. - Staff relevant for PEEP e.g. Site Team are aware and of requirements.

8. Access to Site

Objectives	Strategy	Lead	Timescale	Success criteria
To ensure that all students are able to access the site every day	<ul style="list-style-type: none"> - Whilst onsite parking is not available during core hours, the school supports parents applying for disabled badges, which allows parking close to the school on Syon Lane. - The school allows early and late access to the school site for those who cannot walk from Syon Lane. 	SBM	In place & ongoing	- No student is prevented from accessing the site due to a disability

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