



ACCESSIBILITY POLICY LONDON

In toto ed Ltd
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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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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.

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 students, parents and staff 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 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 are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
MORE ACCESSIBILITY FOR STEP-FREE ACCESS/TOILET ACCESS	Step free access available to Music Studio, Kitchen, toilets and sensory room. Ramp available for access to Maths room, office, staff room and cookery room.		Church hall toilet available as an option Long-term: disabled toilet and stair lift to common room	SG TO INVESTIGATE COST OF STAIR LIFT	SG	JULY 2024	STAIR LIFT INSTALLED
GYM ACCESS	We offer gym membership to students at the Glass mill in Lewisham for any students who can't access out school gym		Short-term: For students on a transition plan, we bring boxing gloves/pads and weights down to a ground floor classroom	NONE	N/A	N/A	N/A
QUIET AREAS	Quite calming rooms on both floors		To create a breakout space for students to regulate.	NONE	N/A	N/A	N/A
CAR ACCESSIBILITY	Parking spaces		Ample parking available in the immediate vicinity of the school.	NONE	N/A	N/A	N/A
CLEAR SIGNAGE ON STEPS	Contrast edging on steps		Yellow strips available on steps on the ground floor	YELLOW STRIPS UP TO TOP FLOOR	SG	12/24	YELLOW STRIPS FITTED TO STAIRS
ACCESSIBILITY WITHIN ROOMS	Furniture layout		Classrooms have space for wheelchairs	STUDIO DECLUTTERED	JB	04/24	MORE SPACE IN THE STUDIO

Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students 	All resources available on VLE	All staff to action	Heads of School	07/24	All students able to access Firefly
	<ul style="list-style-type: none"> • Curriculum progress is tracked for all students, including those with a disability 	Curriculum to be reviewed	Curriculum to be reviewed	EG	12/12/24	All students able to access Firefly
	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for students with additional needs 	IEP in place	Senco to review half-termly	EG/Senco	05/24	IEPs remain accurate
	<ul style="list-style-type: none"> • We use resources tailored to the needs of students who require support to access the curriculum 	Accessibility software purchased	Review of accessibility software being used	EG/Senco	07/24	Accessibility software fit for purpose
	<ul style="list-style-type: none"> • The curriculum is reviewed to make sure it meets the needs of all students 	Curriculum meetings take place on a fortnightly basis to adapt and review the curriculum	Director of Learning and Development outlines clear expectations in policy	EG	12/24	Curriculum review written into policy
	<ul style="list-style-type: none"> • Timetables meet the needs of the students 	Students on transition and flexible timetables	Amount of changes minimized through careful planning at the start of the year	SG	09/24	New software used for timetabling
	<ul style="list-style-type: none"> • Hearing induction loop 	Simon to investigate a Hearing Induction Loop	Ability to respond to consultations for students with a hearing impairment	SG	09/24	Increased capacity to support students

	<ul style="list-style-type: none"> Staff seeks to remove all barriers to learning and participation 	<p>More iPads readily available to all students, including voice recognition software. Accessibility added to weekly staff meeting agenda</p>	<p>Apple School Manager installed to ensure easy deployment of software. iPads dedicated to individual students when necessary</p>	SG	04/24	All students have access to an iPads when needed
	<ul style="list-style-type: none"> Disabilities to be fully included in the curriculum? 	<p>Disability Awareness month to be highlighted. Curriculum leads to be notified of need for curriculum review.</p>	<p>Disability Awareness included in the inclusion calendar</p>	EG	09/24	Better awareness of disabilities, including hidden disabilities
	<ul style="list-style-type: none"> Do staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities. 	<p>Staff having time to plan for adapted lessons</p>	<p>Additional PPA time allocated where necessary</p>	SG/EG	09/24	Lessons fully adapted where necessary
	<ul style="list-style-type: none"> All staff are encouraged to recognise and allow for additional time required by some students with disabilities to use equipment in practical work? 	<p>To ensure students are able to access the full curriculum</p>	<p>Reasonable Adjustments Policy shared with staff</p>	EG	04/24	Students able to fulfill curriculum and examination requirements

Improve and maintain access to the physical environment	Continuous handrail on all steps	More accessibility for staff and students who require grab rails	Handrail installed on outside steps	SG	09/24	Access via an additional fire escape
	Emergency evacuation for Furniture layout in studio improved	Lesson trip hazards and more space to maneuver a wheelchair or other equipment	Furniture removed and room decluttered	JB	04/24	Better access and less hazards
	Ramps installed	More accessibility for staff and students who require assistance of smaller runs of steps	More ramps purchased/current ramps tested on different areas	EG	06/24	Wider access to classrooms

Improve the delivery of information to students with a disability	Disabled bays defined	Clearly defined spaces are obvious	Landlord to be approached about defining spaces	SG	07/24	More reliable parking for disabled drivers
	Library shelves at wheelchair-height	Students able to access library resources	Library shelves to be checked for accessibility	EG	04/24	Students able to access all library resources
	Wheelchair access through all doors 1.2m	Better accessibility around the school	Doors to be measured for accessibility	EG	04/24	School more accessible to wheelchair users
	Our school uses a range of communication methods to make sure information is displayed and shared to ensure accessibility for all	Correspondence, curriculum, policies and communication available to all	Communications policy to be reviews	EG/SGr	04/24	All our materials are accessible for all

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 and approved by the Director of HR, Safeguarding and Compliance.

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
- › SEND policy
- › Supporting students with medical conditions policy
- › Disability policy