



LANTERN OF KNOWLEDGE  
EDUCATIONAL INSTITUTE

# LoK Disability Accessibility Plan

February 15

# 2021

Revised by S. Ahmed

		Next Review Date	30/02/2021
<b>Approved By</b>	<b>Position</b>	<b>Date</b>	<b>Sign</b>
Shakil Ahmed	Headteacher	18/02/2021	
Mol. Irfan Sidyot	Governor	18/02/2021	

## **LoK School is committed to complying with the Equality Act 2010 by:**

- Maximising accessibility to the School's services and activities for staff, students, visitors, prospective staff, and students with disabilities, and to ensure no one is treated less favourably on the ground of disability.
- Developing supportive and inclusive attitudes in which individuals feel free to disclose a disability, should they wish to do so, and to discuss reasonable adjustments in order to promote equal participation in the School's services and activities.
- Monitoring in order to promote equal participation in the services and activities offered by the school. In adherence to the General Data Protection Regulation 2018, such information shall be passed on only with consent and where there is legitimate reason to do so.
- Reviewing, monitoring and revising, as appropriate, all school systems, procedures, facilities, services and buildings in compliance with the Equality Act 2010, which includes the right not to be denied access to education.
- Creating, maintaining and disseminating information about services, support and facilities available for staff, visitors, prospective staff, and students with disabilities.

For the purpose of this policy, the term "disability" has the same meaning as that given in the EQUALITIES:

**" a physical or mental impairment, which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities"**

These may include, but is not limited to:

physical and sensory impairments, learning disabilities, mental illness, severe dyslexia, diabetes or epilepsy, clinically recognised severe disfigurements or progressive conditions which are characterised by a number of cumulative effects such as pain or fatigue, cancer, HIV/AIDS.

This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or tourettes syndrome.

This plan sets out the proposals of the Governing Body of LoK School to increase access to education for disabled pupils in the three areas required by the planning duties in the EQUALITIES ACT 2010:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

**Aims:**

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEND and Equality Act 2010.
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEND are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs
- We are committed to prioritising sufficient resources to support the actions identified in this plan

## **Area To Be Addressed:** Access to the Curriculum

### **Goals & Targets:**

1. Continue to develop and enhance knowledge of responsibilities under Equalities Act 2010
2. Continue to develop confidence and knowledge for staff in delivering curriculum to disabled pupils
3. Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils through effective provision management

### **Strategy & Implementation:**

1. Ensure all new staff are trained in responsibilities under EQUALITIES ACT 2010. Training to be delivered by SLT. Refresher training for all staff should take place every two years.
2. Develop training programme on curriculum access for disabled pupils with a particular focus on visual & hearing impairments.
3. Work with the Borough of Waltham Forest Council to develop guidance and best practice on access to school journeys and educational visits.
4. Review planning & delivery of the curriculum. Using the information from the audits & DfE guidelines, each class teacher to review curriculum delivery and identify barriers & report to SLT on findings. Where possible, disabled pupils and their parents to be consulted in review.
5. SENCo and SLT to carry out provision mapping including an audit of projected needs for pupils with disabilities. Provision map and monitoring procedure to be in place thereafter.

### **Resources:**

- EQUALITIES issues to be included in INSET day in each academic year
- SLT members to be provided with 1 day each term to support and co-ordinate curriculum review

### **Monitoring and Evaluation:**

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body.
- As part of the school self-evaluation process

<b>Area To Be Addressed:</b> Accessibility of Information
<p><b>Goals &amp; Targets:</b></p> <ol style="list-style-type: none"> <li>1. Develop more accessible teaching resources, including: <ol style="list-style-type: none"> <li>a. Increase the availability of written information in other formats</li> <li>b. Work with the Borough of Waltham Forest Council and other Agencies in Waltham Forest to identify and implement best practice on delivery of information to disabled pupils.</li> </ol> </li> </ol>
<p><b>Strategy &amp; Implementation:</b></p> <ol style="list-style-type: none"> <li>1. All new resource purchases should meet accessibility criteria wherever possible.</li> <li>2. Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. To be carried out by class teacher during the Autumn Term each year.</li> </ol>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• £100 to be allocated to purchase resources</li> <li>• </li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <p>Progress towards meeting the goals and targets will be monitored:</p> <ul style="list-style-type: none"> <li>• By feedback from parents and disabled pupils</li> <li>• Through termly meetings of the governing body</li> <li>• As part of the school self-evaluation process</li> </ul>

<b>Area To Be Addressed:</b> Physical Accessibility
<p><b>Goals &amp; Targets:</b></p> <ol style="list-style-type: none"> <li>1. To reduce physical barriers to inclusion</li> </ol>
<p><b>Strategy &amp; Implementation:</b></p> <ol style="list-style-type: none"> <li>1. A gradual increase in the availability of physical aids to access the curriculum e.g. enlarged computer screens, specialist seating/desks etc.</li> <li>2. Audit of short-term steps that could be taken to improve accessibility e.g. Carpeting, colour contrasting, signage. Action of short-term measures the school can implement as funding allows over period 2021-24.</li> <li>3. Ensure accessibility is considered in all future purchase decisions of equipment</li> <li>4. Ensure ramp is installed at entrance to school (or have a mobile ramp available for use). Convert one W/C to become accessible to disable individuals.</li> </ol>
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• £10,000 of the school's annual budget will be allocated to improve physical accessibility if needed.</li> </ul>
<p><b>Monitoring and Evaluation:</b></p> <p>Progress towards meeting the goals and targets will be monitored:</p> <ul style="list-style-type: none"> <li>• Through termly meetings of the governing body</li> <li>• As part of the school self-evaluation process</li> </ul>

Action	Action Completion Date	Monitoring Completion Date
Refresher training all staff		
Curriculum review		
Provision map		
INSET		
Gov. meeting item		
Identify preferred communication method		
Accessibility audit		