

Full name of policy:	ACCESSIBILITY PLAN		
Requirement for policy:	<ul style="list-style-type: none"> • To monitor and improve accessibility in all forms • To comply with the Funding Agreement and requirements coming from legislation and DfE Guidance 		
Name and post of person responsible:	Paul Martin (Business Director)		
Frequency of review:	Every Three Years		
Dates of previous reviews:	May 2020, January 2024		
Date of next formal review:	April 2027		
Total number of pages: (Including appendices and front sheet)	9		
Comments:	<p>This policy should be read in conjunction with:</p> <ul style="list-style-type: none"> ○ LAE Tottenham SEN Policy ○ LAE Tottenham H&S Policy ○ LAE Tottenham Fire Evacuation Policy ○ LAE Tottenham Supporting Students with Medical Conditions Policy 		
	Name (role):	Signature:	Date:
Written:	Paul Martin	P Martin	14/05/2020
Ratified:	Paul Rothwell	P.Rothwell	21/05/20
Review:	Paul Martin	P Martin	12/04/2024
Ratified:	Monica Duncan	M Duncan	22/04/2024

LONDON ACADEMY OF EXCELLENCE TOTTENHAM ACCESSIBILITY PLAN

Introduction

The London Academy of Excellence Tottenham is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Plan operates alongside our SEN Policy and is consistent with it in terms of principles and approaches to resourcing.

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. See Appendix A for the Vision and Values of LAE Tottenham.

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 and works with [Haringey SEND](#) department to support students as required.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We will involve stakeholders in the ongoing development of this plan

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil 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.

Contextual Information

LAET, built in 2014, is fully DDA compliant internally and externally. The external areas are all accessible to those with disabilities, school entrances have ramp access and there are accessible toilets. We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young people.

London Academy of Excellence Tottenham recognise their duty under the Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled child or young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

The Governors have a duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of LAET for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these students are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

Action plan

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

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students and staff 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 	<p>Wherever practicable improve further the ease of access to the building for those with disabilities</p> <p>Review safety and fire plans to ensure the safety of students with disabilities.</p>	<p>Ensure that any new building plans move towards giving greater ease of access for less mobile staff, students and parents</p> <p>Ensure all students who may have difficulty evacuating the building have a Personal Emergency Evacuation Plan (PEEP)</p> <p>Staff refresher training on use of Evacuation Chairs</p>	<p>PM</p>	<p>Ongoing</p> <p>Ongoing</p> <p>30th August 2024</p>	<p>The LAE Tottenham building is well suited to catering for individuals with disabilities. As opportunities arise for making improvements, such as additional automatic doors, these will be made where practicable.</p> <p>Fire evacuation procedures and training will be updated prior to the 20/21 academic year to further ensure the safety of any student with</p>
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<p>Improve the delivery of information to current and prospective students and parents with a disability</p>	<p>Where required, based on the individual needs of the individual, we will consider a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage adapted as required • Large print resources • Braille • Induction loops at reception 	<p>To make all written documentation provided to prospective parents and students available in alternative formats as required.</p> <p>To review the school website regularly to ensure standards of accessibility are met</p>	<p>To review methods of providing written documentation in different formats and plan how to implement findings.</p> <p>Accessible information can be requested from the school office.</p> <p>Evolve communication methods as necessary, including the reporting format provided to parents covering student progress. Ongoing review of the</p>	<p>SLT</p>	<p>Ongoing</p>	<p>All users are able to access the information they require in person, in print or online</p>
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	<ul style="list-style-type: none"> • Pictorial or symbolic representations • Website reviewed for accessibility 	<p>for staff, students and parents</p> <p>Investigate methods of communication with parents to improve accessibility and effectiveness</p>	<p>format of events such as parents' evenings and changes implemented where required.</p>			
<p>Improve staff awareness of disabilities and additional needs</p>	<p>CPD in this area has focussed specifically on dyslexia, and slow processing as additional needs common amongst our students.</p> <p>Every student with additional needs that require the support from external agencies has an SEN support plan, which details clear guidance for their teaching staff and are publicly available on google drive.</p> <p>Every student on the SEN register has an SEN profile so that all staff understand how best to support them.</p>	<p>Improving the quality of in-class support for students with EHCPs through the appointment of a full time LSA</p> <p>Improving the provision of external interventions for students for whom English is an additional language.</p>	<p>Review staff training as necessary and offer advice.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>Staff better prepared to teach students with disabilities in order that they make progress.</p>

Management

Accessibility action planning forms part of LAET's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review LAET's policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review LAET's Accessibility Action Plan.
- To continue to review LAET's SEN Policy.

Monitoring

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by a nominated governor.

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- Onward destinations

Teaching and Learning Support

As set out in the SEN Policy, LAE Tottenham has:

- Learning Support (SEN) teams who are equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
- Learning Support (SEN) teams who are equipped to deal with a range of disabilities experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.

LAET will produce procedures for ensuring accessibility in advance of a child or young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the school, as soon as is reasonably possible, by considering and making

available:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- personalised provision and support.

Appendix A

London Academy of Excellence Tottenham is *The Place for Academic Rigour*



We believe in

ACADEMIC RIGOUR

"the importance of intellectual challenge"

SOCIAL RESPONSIBILITY

"acting for the benefit of others"

We focus on

ASPIRATION

"holding high ambitions"

ENDEAVOUR

"working hard to achieve"

COMMUNITY

"rooted in Tottenham"

REFLECTION

"always seeking to improve"

We create

A university driven curriculum containing demanding A level subjects

A culture which promotes learning as an intrinsic good

Partnerships with 10 leading independent schools to support the very best academic outcomes possible

A culture in which working hard is the norm

A focus upon homework and independent study

An authentically professional working environment

A co-curriculum that reaches out beyond the school gates

Higher academic aspirations in the local community

An authentic student leadership programme

An environment which challenges comfort zones thereby developing confidence and resilience

Wide-ranging opportunities for creativity in and beyond the curriculum

A pastoral system in a small school setting in which everyone's individual qualities are celebrated

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Outcome
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Continue to develop more accessible teaching resources</p> <p>Continue to increase the use of digital technology in areas around school and for home access.</p> <p>Increase the awareness and use of auxiliary aids</p>	<p>Monitor closely the teaching for our students with hearing and visual impairments, and make recommendations to their teachers to refine our practice</p> <p>Ensure that students with hearing and visual impairments have individual education plans, informed by the local authority expertise available</p> <p>Ensure that our systems to identify new students with either a previously diagnosed or undiagnosed disability are robust, so that by the October half term the SEN team are able to work with the students, their families, teachers and co-ordinate with the local authority</p>	<p>EBR</p>	<p>Ongoing</p>	<p>The SEN review of January 2020 noted that there are no significant gaps in attainment between SEN learners and other groups.</p> <p>Ongoing analysis has suggested that learners with SEMH have been most vulnerable to under-achievement: the next SEN review will examine how the curriculum supports these students.</p>