



LANTERN OF KNOWLEDGE
EDUCATIONAL INSTITUTE

LoK Disability Accessibility Plan

September 2

2024

Revised by S.
Ahmed

		Next Review Date	01/07/2026
Approved By	Position	Date	Sign
Shakil Ahmed	Headteacher	2/9/2024	
Mol. Irfan Sidyot	Governor	2/9/2024	

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

- Maximising accessibility to the School's services and activities for staff, pupils, visitors, prospective staff, and pupils 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 as per actions below 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 pupils with disabilities.

The School has regard to DfE guidance 'Equality Act 2010: advice for schools' 2013, last updated in 2018. For the purpose of this policy, the term "disability" has the same meaning as that given in the Equality Act:

" 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 Equality Act 2010:

- increasing the extent to which disabled pupils can access and 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 written or oral form 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 opportunities.
- We are committed to continuing staff training to enable our staff 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 of staff in delivering the curriculum to disabled pupils
3. Enhance access to and participation in National Curriculum and wider curriculum activities for disabled pupils through effective provision management

Strategy & Implementation:

1. Ensure all new staff are trained in responsibilities under the Equality 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 and physical impairments.
3. Use the Borough of Waltham Forest guidance and best practice on access to school journeys and educational visits to develop our own practices.
4. Review the planning & delivery of the curriculum annually. Using the information from the audits & DfE guidelines, each teacher to review curriculum delivery and identify barriers & report to SLT on findings. Disabled pupils and their parents to be consulted in the 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. Tools to remove barriers to learning may include the permanent use of laptops by SEND pupils, the use of specific teaching strategies, and the provision of acoustic equipment.

Resources:

- Equality issues to be included in one INSET day in each academic year
- SLT members to be provided with 1 day each term to support and co-ordinate the curriculum review which will include an analysis of the progress made by all pupils including those with SEND and identification of any discrepancy
- Provision of necessary equipment to remove barriers to learning

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the governing body.
- As part of the ongoing school self-evaluation process involving all teachers and the SLT

Area To Be Addressed: Accessibility of Information

Goals & Targets:

1. Develop more accessible teaching resources and other information, including:
 - a. Increasing the availability of written information in other formats
 - b. Providing acoustic equipment for pupils with hearing impairment
 - c. Following guidance from the Borough of Waltham Forest and other agencies in Waltham Forest to identify and implement best practice on delivery of information to disabled pupils.

Strategy & Implementation:

1. All new resource purchases should meet accessibility criteria wherever possible.
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 and whenever a pupil with disabilities is admitted in mid year.

Resources:

- £100 to be allocated to purchase resources per pupil per term.
- Laptops are already made available to support relevant pupils

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through feedback from parents and disabled pupils
- Through termly meetings of the governing body
- As part of the school self-evaluation process

Area To Be Addressed: Physical Accessibility

Goals & Targets:

1. To reduce physical barriers to inclusion

Strategy & Implementation:

1. A gradual increase in the availability of physical aids to access the curriculum e.g. enlarged computer screens, specialist seating/desks etc.
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 2023-26.
3. Ensure accessibility is considered in all future purchase decisions of equipment
4. Ensure a ramp is installed at the entrance to the school premises (or have a mobile ramp available for use)
5. Convert one more W/C (on first floor) to become accessible to disabled individuals by 30/08/2023.

Resources:

- £10,000 of the school's annual budget will be allocated to improve physical accessibility if needed.

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

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		