

London Enterprise Academy

Accessibility Policy



Version:	3.0
Date issued:	October 2024
Prepared by:	Ruma Begum SENDCO
Review Date:	October 2026

1.0 Mission Statement

London Enterprise Academy is a secondary free school in Tower Hamlets set up by serving teachers, professionals and local parents. Our vision is to create a truly outstanding free school delivering the very best educational opportunities, nurture academic excellence and enhanced ambition in all its students, inspire the next generation of professionals and entrepreneurs from diverse backgrounds.

2.0 Policy links to School mission, aims and values

All of the work of London Enterprise Academy is intended to support the delivery of our mission statement in full.

3.0 Introduction and Aims

3.1	To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for all students.
3.2	To also ensure that the needs of disabled staff, parents and visitors are accommodated in the school environment, as far as is reasonably practical.
3.3	<p>The Disability Discrimination Act(DDA) specifies that an Accessibility Plan should make provision for:</p> <ul style="list-style-type: none">• Increasing the extent to which disabled students can participate in the school curriculum• Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services• Improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students and parents about their preferred means of communication.

4.0 Principles

The school recognises the duty to:

4.1	Ensure that compliance with the DDA is consistent with the school's Equality Policy; its Equal Opportunities Policy; the operation of its SEND policy and any other school policy that has a focus and impact on disabled students, staff and parent/carers.
4.2	Not discriminate against disabled students, staff and parent/carers in admissions and exclusions or in the provision of education and associated services.
4.3	Not treat disabled students, staff and parents/carers less favourably.
4.4	Take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage.
4.5	Publish and update an Accessibility Plan (as follows)

5.0 The Accessibility Plan

5.1	The plan is detailed in the appendix and summarised here:
5.2	<ul style="list-style-type: none">• In performing their duties, members of the Governing Body and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002);• The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their, and the child's, right to confidentiality.• The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students, promoting the development of a more inclusive curriculum:• Setting suitable learning challenges• Responding to students' diverse learning needs• Overcoming potential barriers to learning and assessment for individuals and groups of students• Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

6.0 Policy Links

The Accessibility Policy and plan should be read in conjunction with the following policies, strategies and documents:-

- Equality and Diversity
- Health and Safety
- Equal Opportunities
- Special Needs and Disability
- Behaviour management
- Child Protection and Safeguarding
- Bullying

7.0 Communication

This information is located in the guidance published

For students and parents on the relevant section of the school's website

For staff referenced in their staff handbook in the Procedures and Policies section, staff shared drive and in the relevant sections of the school's website

For parents/carers in the relevant sections of the school's website

Date Adopted

Signature of chair of Governors

Signature of Principal

1. Whole School Accessibility Action Plan

Name of Setting: London Enterprise Academy

Period covered by the plan: From: (Month/Year): October 2024 -

To: (Month/Year) Dec 2023

Objectives Expressed as an outcome for disabled pupils and/or adults in terms of progress and participation	Code (C,E,I) See key below *	ACTIONS			Evidence What evidence will be collected to measure progress towards objective?	Timescale Short term: 1 yr Medium term: 2 yr Long term: 3 yr Give approximate dates
		HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
By October 2025, to ensure that provision plans exist for all students who have medical and physical conditions which potentially could impact on their learning	I	Provision plans to be written in consultation with students and their families	SENCo to add provision plans on medical tracker	Time allocated to do this	Monitor progress of those students in line with the academy's termly meetings	1 yr (short term)
Roll out the use of the centralised Medical Tracker used by LBTH to log and track student medical needs, care plans, medication	C,E,I	Upload all relevant information on medical tracker including care plans and train staff on how to use the tracker	SENCo to arrange staff training and support on accessing medical tracker	Time allocated to do this	Progress tracker should be fully populated and updated All staff should be trained and know how to use medical tracker to access medication information for trips/visits etc	1 yr (short term)
Physical Management Plans and PEPs to be written for all students who need them	C, E, I	Plans to be written in consultation with students and their families	SENCo to write and distribute the plans	Time allocated to do this	Monitor progress of those students in line with the academy's termly meetings	1 yr (short term)
Ensure that students have the opportunity for Occupational therapy support	E	Timetable students for support	SENCo to co-ordinate training, allocate staff and room for the OT support	Staff to work 1:1, a room and gym mat	Monitor progress of those students in line with the academy's termly meetings, Also, hold reviews with relevant medical staff (physiotherapists, Occupational Therapists etc)	1 yr (short term)

Ensure necessary adjustments and adaptations are made to curriculum and assessments to ensure all students make the required progress	C. E. I	Teachers in collaboration with SENCO review all data and information from SEN identification	SENCO appoints external and internal assesses to assess the students for access arrangements	Time allocation	Access arrangements routines in place and monitored. Progress and review of intervention after every half term	1 year short term
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To respond to changing circumstances, ensure you record additional considerations or needs that require new objectives to be set during the 3 year life of the plan. This plan can be extended and new boxes added to include these new objectives.

By focusing on this objective are you:	*Accessibility Code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

Whole School Accessibility Planning Checklist

Checklist

To comply with the requirements for your school to produce an Accessibility Plan have you:

<ul style="list-style-type: none"> Involved disabled stakeholders in meaningful engagement/consultation to produce, monitor and annually review your Accessibility Plan (include pupils, all staff, governors, parents, visitors to school e.g. other professionals, support services, council officials and people from the wider local community)? 	
<ul style="list-style-type: none"> Collected accurate and up-to-date data of the disabled population of the school and community? 	
<ul style="list-style-type: none"> Analysed this data in terms of admissions, pupil achievement and exclusions? 	
<ul style="list-style-type: none"> Analysed this data in terms of the recruitment, retention and career development of disabled staff? 	
<ul style="list-style-type: none"> Considered how the Accessibility Plan objectives pay due regard to the 3 aims of the General Equality Duty and form part of the strategic planning of the school? 	
<ul style="list-style-type: none"> Ensured each objective has a named person to lead it, is adequately resourced and has a clearly defined timescale? 	
<ul style="list-style-type: none"> Set up a timetable to monitor the Accessibility Plan and report annually on progress? The Plan needs to be reviewed and revised after 3 years. 	

<ul style="list-style-type: none">• Published the Accessibility Plan in a range of formats and made it available to all interested parties?	
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