



North London

Grammar and Preparatory School

ACCESSIBILITY PLAN AND POLICY 2024-2025

Date last reviewed	September 2024
Reviewed by	Mr. Akbas, Business Manager
Approved by	Mr. Adak, Headteacher
Next review due by	September 2025



Table of Contents

Vision and Values	3
Definition of Disability.....	3
Legal Background.....	3
Documents and Policies	4
Training	4
Plan Availability.....	5
Review and Evaluation	5
Aims and Objectives.....	6
Access Audit.....	7



Vision and Values

North London Grammar and Prep School (NLGS & NLPS) is an independent establishment which aims to set challenging targets for all pupils and to deploy staff and resources to enable children to achieve their full potential.

We call ourselves a grammar school to reflect the kind of school we want to be:

- focused on academic excellence,
- nurturing intelligence, and
- learning through self-discipline.

Our motto is '**Bonitas, Scientia, Disciplina**' which is Latin for '**Goodness, Knowledge, and Instruction**'. These are the three pillars on which we build our educational services. These pillars also represent our aspirations for each and every one of our students and allow for particularly strong development of character and moral purpose.

Definition of Disability

According to the [Equality Act 2010](#), a person has a disability if:

- he or she has a physical or mental impairment.
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

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 plan has been drawn up in conjunction with pupils, parents, school staff, boarding staff, and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the following three areas which are required by the planning duties in the [Disability Discrimination Act 1995](#):

- A.** Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- B.** Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- C.** Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:

- Curriculum policy
- Equality Policy
- Admission Policy
- Teaching and Learning Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Brochure / Prospectus and Vision Statement

Training

Whole school training, including the boarding staff, will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.



Plan Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation

It is a requirement that our accessibility plan be resourced, implemented, reviewed, and revised as necessary and reported on annually. Below is a set of action plans describing how North London Grammar School will address the priorities identified in the plan.

This action plan is valid for three academic years 2023-2026 and it is reviewed annually:

- Covering planning duties to increase access to the curriculum, improve the physical environment and increase access to information.
- ***1-year period covered by the plan:***
2024-2025 academic year
- ***Name of Senior Leader responsible for co-ordinating this Plan:***
H. Fatih Adak, Headteacher



Aims and Objectives

Priority	Objectives	Strategies/Actions	Person Responsible	Due by	Success Criteria
<ul style="list-style-type: none"> • Increase access to the curriculum for pupils with a disability 	<ul style="list-style-type: none"> • Ensure that full risk assessments are in place for all students with specific severe medical needs or with a specific disability. (Short term - within 1 year) 	<ul style="list-style-type: none"> • Provide First Aid Training to key staff who will have contact with these students where appropriate. • Make sure that relevant staff are informed of needs on a need-to-know basis and that Welfare is fully briefed with procedures required in the event of an emergency. • Risk assess needs and have full written plans on individual cases. • Proportionate risk management relevant to a child's disability should be an ongoing process throughout a disabled pupil's time at the school or boarding. It is important to note that schools are not required to eliminate all risk, but health and safety risks must be taken into consideration when deciding to make any reasonable adjustments. • All staff to be aware and confident of appropriate actions when dealing with children with specific severe medical needs or disability. Up to date risk assessments in place and readily available 	SENCO Leader for CPD	Ongoing	<ul style="list-style-type: none"> • Key staff have up-to-date training and certification in First Aid • Risk assessments are completed with consideration to any medical need/disability need



<ul style="list-style-type: none"> • Improve and maintain access to the physical environment 	<ul style="list-style-type: none"> • Adjustments for Primary phase are made in line with. (Short term - within 1 year) 	<ul style="list-style-type: none"> • Complete the planned improvements, review pupil access to ensure a positive impact on learning. 	Headteacher	September 2023	<ul style="list-style-type: none"> • Successful Health and Safety and School Premises Regulations Inspection Reports
<ul style="list-style-type: none"> • Improve the delivery of written information to pupils 	<ul style="list-style-type: none"> • Physical Management Plans and Personal Educational Plans to be written for all student who need them. (Short term - within 1 year) 	<ul style="list-style-type: none"> • Physical Management Plans and Personal Educational Plans to be written for all student who need them • SENCo to write and distribute the plan 	SENCO	August 2023	<ul style="list-style-type: none"> • Monitor progress of those students in line with the academy's termly meetings

Access Audit

Feature	Description	Strategies/Actions	Person responsible	Due by
<ul style="list-style-type: none"> • Number of floors 	<ul style="list-style-type: none"> • Stairs are kept clean, tidy, and free from obstruction at all times 	<ul style="list-style-type: none"> • Maintain and ensure access 	Site Supervisor	Ongoing



<ul style="list-style-type: none"> Lifts 	<ul style="list-style-type: none"> Service level agreement in place for maintenance 	<ul style="list-style-type: none"> Review service annually 	Site Supervisor	Ongoing
<ul style="list-style-type: none"> Parking bays 	<ul style="list-style-type: none"> Disabled parking bays marked 	<ul style="list-style-type: none"> Ensure markings are clear 	Site Supervisor	Ongoing
<ul style="list-style-type: none"> Toilets 	<ul style="list-style-type: none"> Toilets have disabled access and alarms 	<ul style="list-style-type: none"> Ensure service every 6 months 	Site Supervisor	Ongoing
<ul style="list-style-type: none"> Internal signage 	<ul style="list-style-type: none"> Signs in place 	<ul style="list-style-type: none"> Ensure signs are available in the correct places. 	Site Supervisor	Ongoing
<ul style="list-style-type: none"> Emergency escape routes 	<ul style="list-style-type: none"> Fire evacuation plan in place 	<ul style="list-style-type: none"> Ensure weekly testing of system and maintenance 	Site Supervisor	Ongoing
<ul style="list-style-type: none"> Access to Boarding 	<ul style="list-style-type: none"> The boarding has disabled access 	<ul style="list-style-type: none"> Ensure at least one of the lifts is functioning 	Site Supervisor	Ongoing
<ul style="list-style-type: none"> Common Areas in the Boarding 	<ul style="list-style-type: none"> Designed to be accessible 	<ul style="list-style-type: none"> Maintain and ensure access 	Site Supervisor	Ongoing