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Accessibility Plan (17b) - 2022-2025 **(Whole School including EYFS)**

Overview and statutory requirements

This Accessibility Plan has been drawn up in consultation with the Governors and staff of the School and covers the period from February 2023 to January 2026. We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School. The plan will be kept under review during this period and will be revised as necessary. It is our intention to remove, with reasonable adjustments, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

London Scandinavian School is committed to working towards providing an accessible environment that values and includes all pupils, staff, parents and visitors. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement. We are committed to challenging attitudes about disability and accessibility and to promote a culture of tolerance and inclusion. This plan is mindful of the requirement laid out in Schedule 10 of the 2010 Equality Act where schools in England and Wales must prepare:

- 1)
 - a) an accessibility plan,
 - b) further plans at such times as may be prescribed.
- 2) For an accessibility plan to be a working document the following should be considered:
 - (a) increase the extent to which pupils with disability can participate in the school's curriculum,
 - (b) improve the physical environment of the school for the purpose of increasing the extent to which pupils with disability are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
 - (c) improve the delivery to pupils with disability information which is readily accessible to pupils who are not disabled.
- 3) The delivery in sub-paragraph (2)(c) must be



- a) within a reasonable time,
- b) in ways which are determined after taking account of the pupils' disabilities.

Physical lay-out of the School

The School is committed to making reasonable adjustments to allow disabled pupils and visitors to access the educational provision at the School.

The School consists of one building of up to three stories and without lifts. There are fixed classrooms for certain year groups, based on the valid grounds of having all the facilities for one subject in one place and for particular year groups based on the need of having all appropriate furnishings and resources in the same place.

The School will continue to work towards improving access for the disabled and intends to make alterations to the physical features of the School as part of its long-term planning process by reasonable adjustments, short of making major alterations to physical features of the school at prohibitive cost. The main entrance for pupils is at hall floor level with steps. Early Years classes can also be accessed by encountering a flight of stairs descending to the basement level of the building.

There is currently no wheelchair access to classrooms on the hall, basement and first floors of the building. This room cannot be re-sited without significant redevelopment of the school site and at prohibitive cost. Classrooms could be changed around to accommodate a pupil with a disability.

Emergency signage around the school is in place. To ensure that disabled pupils may access written information, we will facilitate the posting of signage and important notices at appropriate heights as needed. Notices in braille will be installed as required. Toilets are available on both the basement and hall floors of the school and this will be taken into consideration when placing a child requiring easy access to such facilities.

The school recognises the resources that are available through the DfE to help make reasonable adjustments to assist with accessibility of the school:

- Ensuring a good education for children who cannot attend school (2013)
- Supporting pupils at school with medical conditions (2017)
- Working Together to Safeguard Children (2018)
- Reasonable adjustments for disabled pupils (2012)
- Mental health and behaviour in school (2018)



The Accessibility Plan can be read with the following policies, strategies and documents:

- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs Policy
- Curriculum Policy
- Behaviour and Discipline Policy

Reasonable Adjustments

The duty to make 'reasonable adjustments' does not include a duty to change physical features. It refers to a duty 'to take such steps as it is reasonable to have to take to provide additional support to help disabled pupils overcome difficulties presented by particular aspects of the teaching and learning curriculum, for example access arrangements in exams; auxiliary aids where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled'. The School will expand the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. (in accordance with the UK Equality Act 2010)

Admissions

Admission to the School depends upon a prospective pupil being able to meet the criteria required to maintain and, if possible, to make academic and social progress. The educational and general standards for all its pupils are commensurate with the ethos to which the School aspires. The School must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of their potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded child with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at the School.

In order to meet the needs of disabled pupils, the School requires full information. Prospective parents are asked to declare at the registration point whether their child has any disability or other condition of which the School should be aware. In assessing any pupil or prospective pupil the School may take such advice and require such assessments it regards as appropriate. Subject to this, the School will be sensitive to any requests for confidentiality. Pupils will not be prevented from entry due to disability although specialist advice will be sought in relation to the School's ability to make reasonable adjustments that will enable the prospective pupil to take up a place.



Staff will be consulted to ensure that the prospective child is well supported in class and in the broader context for extra-curricular activities. The School will always be mindful of how a prospective child applying to Dania Scandinavian School would fit within the cohort.

Celebrating and Supporting Every Child

Our philosophical foundation is based on the principle that London Scandinavian School is a family, concerned for the happiness and general well-being of all. Celebrating and supporting every pupil begins with self-esteem, honesty, fairness, integrity, respect for oneself and respect for others. In our happy, secure environment the emphasis is placed on each child being recognised as a valued individual. We hope our pupils will develop their full potential in both academic and non-academic fields, with a strong moral understanding of truth, equality and humanity. We aim to give our pupils life-enhancing strategies to build on as they progress towards the adult world.

The staff at London Scandinavian School have a commitment to always provide a secure, happy, caring and respectful environment where a differentiated curriculum is delivered which ensures the needs of every pupil are met. All staff are trained in the avoidance of disability discrimination. The school endeavours to work in close partnership with parents and carers with the aim being to nurture the development of mutual trust, respect and confidence.

Awareness and Observance of the Policy

Copies of this policy have been circulated to all staff and to the Trustees and Governors of the School. It is subject to review every three years. An annual audit is made by the Senior Leadership Team to ensure the School is compliant in this policy. A copy is also provided on the School website for parents. A hard copy is available to parents on request.