

Nishkam School Trust



Nishkam High School Birmingham: Accessibility Plan

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Contents

1. Aims.....	3
2. Legislation and guidance	4
3. Accessibility Plan (2022-2025)	5
4. Monitoring arrangements.....	8
5. Links with other policies	8

Our Vision and Ethos

Nishkam schools are Sikh ethos multi faith schools that take a distinctive approach to many traditional faith schools. The Nishkam School Trust education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. 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.

The school will actively seek to improve access to services in the ways set out below and will sets out the steps the school will take to achieve this within the action plan:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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.

Nishkam School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school

2. 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 and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability 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.

NISHKAM HIGH SCHOOL – Accessibility Plan (2022-2025)

Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENTS IN 2018/19
New classrooms are Built and organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	All rooms within the main building to be brought into commission. This will allow the greatest flexibility in placing pupils with particular needs in the most helpful areas for activities both within and beyond the curriculum.	Site team (i) Interim Co-Principal (m)	Summer	All classrooms were brought into use with costs of over £100 000. It has increased the flexibility of the school to timetable appropriately for pupils with known needs and those that incur challenges through the course of the academic year.
Review of pupil needs and staff training to meet any newly recognised needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations.	Shared awareness across relevant staff of specific pupil needs, the support available for those pupils and the individual responsibility of each member of staff. Appropriate training to be provided to relevant staff.	EDaELI (i) CDe (m) EWi (m)	Autumn Term Ongoing	CPD offered in this respect included: Training from the CAT Training from the Hearing Team
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Investigate software options to provide a framework that holds up to date guidance and also data regarding out of school activities.	All out of school activities are inclusive, covered by relevant risk assessments and staff appropriately trained.	EVC lead (i) CDe (m) EWi (m)	Ongoing as new trips are added to the 'Evolve' system	All out of school activities have been planned to ensure the broad, inclusive participation of all pupils. The 'Evolve' system holds relevant risk assessments and also signposts appropriate guidance when required.
Increase access to the curriculum for students with a disability	NHSB offers a differentiated curriculum for all students. We use resources tailored to the needs of students who	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	EWi EDa CDe	Ongoing	At the start of the academic year 2022 NHSB hired two new learning support assistants

	require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.	All staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students. NHSB will continue to monitor the needs of students, and recruit specialist support staff to ensure that we have the expertise and capacity within the team to provide the support that our disabled students require.			
Introduction of Learning support spaces	Development of new space for students with SEN and Disabilities	Suitable and safe places developed to allow students to access the curriculum	CDe ABa Eda EWi	Ongoing	Developments to the top of the library have allowed for a SEN support hub. This includes ICT and teaching spaces. This space will continue to be developed alongside work to the old building

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENTS in 2018-19
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	RDh (i) UBh (i) VCh (m)SBu, MKu and SLT	<p>Completed April 2016</p> <p>To be reviewed 2021</p> <p>Ongoing</p>	Delivery of school information to parents and the local community has improved; however, a small number of parental responses have asked for a further review including the development of MCAS through our MIS

Utilise social media for the broader dissemination of information	Investigate the opening of a Facebook page, a Twitter presence, a texting service and a LinkedIn site	Parents, stakeholders and the wider community informed about the activities of the school in a more user friendly format	SKa (i) CDe EWi and MKa	Development throughout the Academic year	During 2018recent years/19 the school hasve vastly enlarged it'stheir Facebook presence. The school's website has been overhauled and improved. Clear channels are in place for sharing of school information The school has invested significantly in information screens, including one for parents at Reception.
Develop appropriate policies in line with the 'high needs' of any new arrival to the school	Consider the development and determination of an 'Intimate Care and Physical Support' Policy	Policy development to be adopted by the LGB	CDe (i) EWi (i) EDa	As required	This has been deferred. The pupil that it specifically referred to has not joined the school. In September 2022 we have welcomed a student with complex needs. Polices and Risk Assessments have been amended
To increase the engagement with stakeholders who may be EAL	Where possible presentations to be recorded in Punjabi and shared on School website or through MCAS	Greater understanding for our stakeholder who may not speak English,	CDe EWi and SLT	As required	Homework Policy shared with this adjustment

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Team and Local Governing Body.

It will be approved by the Local Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

