

Last Reviewed	By Who	Last Amended	By Who	Approved By	Next Planned Review
May 2025	Director of Education & Impact	November 2025	Kisharon Noé School Headteacher	Trustees	12 months or sooner as required
<b>Policy Applies To:</b>					
Tuffkid Nursery		Kisharon Noé School		Langdon College	

# Accessibility Policy

**Kisharon Langdon**

**The Jewish Learning Disability & Autism Community**

# Accessibility Policy & Plan

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## Aims

Settings 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 nursery, school and college aims to treat all its pupils and students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our settings aim to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils:

- Gender
- Jewish faith, faith or no faith groups
- Pupils who need support to learn English as an additional language
- Special educational needs
- Pupils who are at risk of disaffection or exclusion

The plan will be made available online on our websites, the shared drive and paper copies are available upon request.

Our settings are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The settings supports any available partnerships to develop and implement the plan.

Our nursery, school and college's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, 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 pupils, parents, staff and trustees of the school.

## 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 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 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.

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy complies with our funding agreement and articles of association.

## Monitoring and Review

This policy will be reviewed every three years in line with the Education Partnership Policy review schedule.

Any changes to this policy will be communicated to all staff and relevant stakeholders.

# Tuffkid Nursery Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the EYFS curriculum for children with disabilities</p>	<ul style="list-style-type: none"> <li>● A play-based EYFS curriculum rooted in the prime and specific areas of learning</li> <li>● Highly differentiated continuous provision responsive to children's developmental stages</li> <li>● Individualised planning informed by observation, assessment and child voice</li> <li>● Early identification of additional needs and timely referrals to external professionals</li> <li>● Use of visual supports, objects of reference, sensory resources and simplified language</li> </ul>	<p>Ensure all children can access learning through play, routines and relationships</p> <p>Strengthen inclusive teaching strategies for communication, interaction and regulation</p> <p>Ensure assessment methods are accessible and developmentally appropriate</p>	<p>Review continuous provision to ensure all areas are accessible to children with physical, sensory and communication needs</p> <p>Embed universal strategies for communication and regulation across all rooms</p> <p>Adapt group times, transitions and routines to support individual needs</p> <p>Use observation-based assessment to track progress against EYFS outcomes</p> <p>Work closely with external professionals to implement recommended strategies</p>	<p>Janice Marriott</p>	<p>May 2028</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>● Purpose-built environment designed with accessibility in mind</li> <li>● Wide doorways and clear pathways suitable for mobility aids</li> <li>● Accessible toileting and changing facilities</li> <li>● Outdoor learning areas available to all children</li> </ul>	<p>Ensure the physical and sensory environment supports safety, regulation and independence</p> <p>Maintain dignity and comfort for children requiring personal care or medical support</p>	<p>Review room layouts to reduce sensory overload, including lighting, noise and visual clutter</p> <p>Create calm, low-arousal spaces for children who need sensory regulation or emotional support</p> <p>Ensure outdoor provision is accessible and inclusive</p> <p>Review toileting, changing and intimate care arrangements to ensure accessibility and dignity</p> <p>Implement and regularly review individual care and medical plans</p>	<p>Janice Marriott</p>	<p>May 2028</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>● Use of visual timetables, symbols, photographs and objects of reference</li> <li>● Adapted communication strategies appropriate to early years development</li> <li>● Strong partnership with Speech and Language Therapy services</li> </ul>	<p>Ensure all children can understand routines, expectations and learning experiences</p> <p>Ensure information is accessible to parents and carers</p>	<p>Audit communication strategies across the nursery</p> <p>Ensure consistent use of visuals and communication supports</p> <p>Provide information for parents in accessible formats where required</p> <p>Support parents with guidance on communication strategies used in nursery</p> <p>Liaise with external professionals to support communication development</p>	<p>Janice Marriott</p>	<p>May 2028</p>
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<p>Strengthen transitions and partnership with parents</p>	<ul style="list-style-type: none"> <li>● Gradual, flexible settling-in arrangements</li> <li>● Strong daily communication with families</li> </ul>	<p>Ensure transitions are planned, supportive and accessible for all children</p> <p>Build strong partnerships with parents as key partners in early learning</p>	<p>Develop individual transition plans for children with additional needs</p> <p>Work collaboratively with parents and external agencies during transitions</p> <p>Ensure transition information is shared in accessible formats</p> <p>Support transitions within the nursery day and to reception or onward provision</p>	<p>Janice Marriott</p>	<p>May 2028</p>
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# Kisharon Noé School Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>● Our school offers a differentiated curriculum for all pupils</li> <li>● We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>● Curriculum resources include examples of people with disabilities</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs</li> <li>● The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils</p> <p>A pre-formal, semi-formal and formal curriculum model is being reviewed to ensure pupils continue to make excellent progress towards challenging objectives</p> <p>Ensure the effectiveness of the curriculum models.</p> <p>Draw on the expertise of external agencies to provide specialist advice and support.</p> <p>Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learner</p> <p>Ensure there are high expectations</p> <p>Ensure there is appropriate deployment and training of learning support staff</p>	<p>Adina Collins</p>	<p>May 2028</p>

<p>Improve and maintain access to the physical environment</p>	<p>Our newly built building opened in September 2020.</p> <p>The building was specifically designed to meet the needs of all learners</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Elevators</li> <li>● Wide corridors</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Library shelves at wheelchair-accessible height</li> </ul>	<p>To ensure that the building is fully accessible ensuring a positive impact on learning</p>	<p>To monitor and review pupil access to ensure a positive impact on learning</p> <p>To install hoists in all the classroom areas to support the accessibility for pupils with physical disabilities</p> <p>To review the provision in the Mint Class hygiene area for physically disabled pupils requiring manual handling</p>	<p>Ian Funnell</p>	<p>May 2028</p>
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# Langdon College Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>● Our school offers a differentiated curriculum for all pupils</li> <li>● We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>● Curriculum resources include examples of people with disabilities</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs</li> <li>● The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>Increase access to the curriculum for pupils with a disability</p>	<p>Curriculum is subject to ongoing review to ensure it meets the needs of all pupils</p> <p>A pre-formal, semi-formal and formal curriculum model is being reviewed to ensure pupils continue to make excellent progress towards challenging objectives</p> <p>Ensure the effectiveness of the curriculum models.</p> <p>Draw on the expertise of external agencies to provide specialist advice and support.</p> <p>Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learner</p> <p>Ensure there are high expectations</p> <p>Ensure there is appropriate deployment and training of learning support staff</p>	<p>Silvia Labra Kelsey Ainhorn</p>	<p>May 2028</p>

<p>Improve and maintain access to the physical environment</p>	<p>Our building has only one floor and it is not fit for all purposes but changes have been made to make it more purposeful.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Disabled toilets and changing facilities</li> <li>● Shelves at wheelchair-accessible height</li> <li>● Wide doors for wheelchairs</li> </ul>	<p>To ensure that the building is fully accessible ensuring a positive impact on learning</p>	<p>To monitor and review student access to ensure a positive impact on learning</p> <p>To possibly install a hoist in Achievement classroom area to support the accessibility for students with physical disabilities</p>	<p>Silvia Labra</p>	<p>September 2027</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our College uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Pictorial or symbolic representations</li> <li>● Grid 3</li> </ul> <p>The College has invested in:</p> <ul style="list-style-type: none"> <li>● sensory room equipment</li> <li>● switch technology</li> <li>● iPads</li> <li>● interactive white boards</li> <li>● touch screens</li> <li>● adapted keyboards</li> </ul>	<p>To review the effectiveness of communication strategies across the College</p>	<p>Complete a communication audit and update policy so that all students improve their communication skills</p> <p>Delivery of IT strategy and vision</p> <p>Ensure that all means of communication are being fully maximized</p> <p>Liaison with SALT</p>	<p>Silvia Labra</p>	<p>July 2028</p>

<p>To ensure that all students, have equal access to high-quality, meaningful work experience opportunities that promote independence, skills development and preparation for adulthood.</p>	<ul style="list-style-type: none"> <li>● The college works closely with a range of employers to create supportive and inclusive placements.</li> <li>● Students are matched to placements based on their interests, strengths and aspirations.</li> <li>● Risk assessments are completed before placements begin.</li> <li>● Staff provide on-site support where needed (job coaches, tutors).</li> <li>● Employers receive SEND awareness guidance.</li> <li>● Travel training is offered to help students access placements safely and independently.</li> <li>● Students reflect on their progress and achievements after each placement.</li> <li>● Plans are underway to expand the employer network and introduce more personalised placements.</li> </ul>	<p>Ensure all students have an appropriate and accessible work experience offer.</p> <p>Improve communication with employers regarding student needs and reasonable adjustments.</p> <p>Update and standardise work experience documentation (risk assessments, employer info pack, student feedback forms).</p> <p>Increase the number and variety of supported work placements, especially in areas linked to student career aspirations.</p> <p>Strengthen student independence through improved on-site support and structured reflection sessions.</p> <p>Provide additional training for staff supporting students on placements.</p>	<p>Review current work experience placements and identify accessibility barriers.</p> <p>Update employer information pack to include clearer SEND guidance and reasonable adjustments.</p> <p>Carry out individual work-experience readiness assessments for each student.</p> <p>Provide employers with student profiles outlining strengths, needs and communication preferences.</p> <p>Ensure transport and travel training plans are in place for all students.</p> <p>Collect student and employer feedback to inform improvements.</p> <p>Expand employer partnerships, targeting inclusive businesses</p> <p>Provide additional staff training on supporting students in the workplace.</p>	<p>Clare Sullivan Silvia Labra</p>	<p>July 2028</p>
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		<p>Develop a wide network of disability-confident employers committed to inclusive practice.</p> <p>Embed work experience more deeply across all learning pathways, including enterprise options.</p> <p>Ensure all students leave college with a personalised work-readiness profile and clear progression plan.</p>			
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<p>To ensure that all students have fair and equal access to appropriate qualifications, assessments, and accreditation pathways, enabling them to achieve their potential and make successful transitions into further education, employment, and independent living.</p>	<ul style="list-style-type: none"> <li>● Students are entered for qualifications that match their abilities, interests and future goals.</li> <li>● A range of accessible qualifications is offered, including NCFE Entry Levels, Functional Skills, vocational awards and personalised accreditation.</li> <li>● Reasonable adjustments are consistently implemented (readers, scribes, extra time, assistive technology, rest breaks).</li> <li>● Assessments are planned carefully with consideration of student needs.</li> <li>● Staff undergo ongoing training in exam access arrangements and inclusive assessment practice.</li> <li>● Use of differentiated teaching and assessment strategies across all curriculum areas.</li> <li>● Practice under development includes expanding supported vocational qualifications and exploring digital assessment tools for increased accessibility.</li> </ul>	<p>Ensure all students receive a qualification pathway that matches their level and aspirations.</p> <p>Strengthen processes for identifying and implementing access arrangements.</p> <p>Increase staff confidence in delivering Entry Level and Functional Skills assessments.</p> <p>Expand the range of accessible vocational qualifications available across college pathways.</p> <p>Develop internal moderation and quality assurance processes to ensure consistency.</p> <p>Improve communication with families and students about qualification options and expectations.</p>	<p>Review qualification pathways for all learners to ensure accessibility and suitability.</p> <p>Update and implement Access Arrangements for assessments and exams.</p> <p>Provide staff training on inclusive assessment and reasonable adjustments.</p> <p>Introduce additional vocational qualification options based on student needs and employer feedback.</p> <p>Ensure assistive technology is available and used effectively during assessments.</p> <p>Monitor student progress and achievement across all qualification routes.</p> <p>Communicate qualification pathways clearly to students and families.</p> <p>Develop digital and alternative assessment methods for students with complex needs.</p>	<p>Kelsey Ainhorn Silvia Labra</p>	<p>July 2028</p>
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		<p>Embed a whole-college model of inclusive assessment so every student can evidence progress.</p> <p>Introduce more industry-recognised accreditation to support employment and independence.</p> <p>Ensure every student leaves college with a meaningful portfolio of achievements aligned to Preparation for Adulthood outcomes.</p>			
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