



Accessibility Plan

This is a whole-school plan which includes the Early Years Foundation Stage

This plan should be read in conjunction with the school's Equal Opportunities and Admissions Policies.

1 Introduction

- 1.1 Lloyd Williamson Schools recognises its duty towards pupils, staff, parents and members of the wider community who have a disability. Where pupils or prospective pupils are concerned, Lloyd Williamson Schools acknowledges its non discrimination and planning duty under the [SEND Code of Practice 2015](#).
- 1.2 [The Equality Act 2010](#) defines disability as : ‘a physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities.’ This has some overlap with the definition of ‘special educational needs’ in [The Education Act 1996](#) (which includes pupils with a significantly greater difficulty in learning than the majority of children of that age, or a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in the area). Not all pupils are disabled by their SEN and vice versa. The Equality Act also covers prospective pupils.

2 Admissions

- 2.1 Admission to the school depends upon the prospective pupil meeting the criteria required to maintain and, where possible, improve the educational and general standards for the pupils.
- 2.2 Prospective parents are asked, when their child is invited for assessment, to disclose whether their child has a disability, special educational need or medical condition. If so, the school will liaise further with parents and make reasonable and appropriate arrangements or adjustments.

- 2.3 In assessing any pupil or prospective pupil, the school may take such advice and require such assessments as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.
- 2.4 Where it is practicable to make reasonable adjustments based upon the information given and advice received, in order to enable a prospective pupil to take up a place at Lloyd Williamson Schools and to satisfy the admissions criteria outlined above, the school is committed to providing these reasonable adjustments.
- 2.5 The school recognises its duty to provide, where it is reasonable to do so, auxiliary aids and services where not to do so would cause disadvantage to a pupil, parent or member of staff with a disability. The duty is always person specific and context specific. The school may not charge for such aids and services.

3 Background to the Accessibility Plan

- 3.1 The middle floor of St Charles Square Building was first occupied by Lloyd Williamson Schools in 2016. The top floor and ground floor were added in 2018. It was originally used for secondary school pupils, but in January 2024, the lower school pupils and the nursery were moved into 77 St Charles Square from the previous building (12 Telford Road). The building has 2 staircases, one at either end, which are both fire escapes. The ground floor is fully accessible with a level entrance through the main front door, which also acts as a fire escape for that floor. The first and second floors of the building are not accessible to wheelchair users as there are staircases and no lifts. There is a disabled toilet at the back of the hall on the ground floor and one on the first floor.
- 3.2 The Lower School side playground is only accessible via a step, but a ramp would make it accessible to wheelchair users. It might not be safe for children with some disabilities to use the wooden play equipment. The Lower School front playground is only accessible via steps. The playgrounds both have artificial grass as a soft surface.
- 3.3 The Upper School at 205-208 Latimer Road was opened in November 2024. The ground floor has a step up to the doors, and requires a ramp to access. The first and second floors are only accessible via the 2 staircases. There is a disabled toilet and shower on the ground floor.
- 3.4 The park normally used for PE (Kensington Memorial Park) is about 15 minutes walk from the Upper and Lower Schools and there are no restrictions to access.
- 3.5 Lloyd Williamson Schools is not required to make physical changes to the existing buildings. A pupil with restricted mobility is likely to be put at a disadvantage by some of the restrictions outlined above. A pupil with severely restricted mobility may be unable to access some or all of the educational and recreational facilities that the school offers on the first and second floors, including science labs and the exam room.
- 3.6 Where practicable, adjustments are made for parents and visitors with restricted mobility. These include, but are not limited to, reserving parking

spaces at St Charles Square and holding meetings in the most accessible areas of the school.

4. Accessibility Plan - General

- 4.1 The school will review this plan biennially to monitor and evaluate the effectiveness of action taken in the previous two year period, set relevant targets for the next two year period, and respond to any further legislative changes.
- 4.2 The school is committed to improving accessibility of the buildings and curriculum over time, subject to financial constraints and the limitations of the existing buildings.
- 4.3 The school provides one evacuation bag (to assist people with limited mobility to descend the stairs rapidly in an emergency) on each site and staff have been trained in their use.
- 4.4 In each classroom, the environment will be evaluated to decrease sensory input for SEN/LDD children. The direction of learning will be considered to avoid cognitive overload.
- 4.5 Differentiated teaching and learning methods will be employed to ensure that the whole curriculum is available to all students. Reasonable adjustments to teaching and assessment practices may need to be made for SEN/LDD pupils.
- 4.1 Appropriate resources, such as assistive technology or alternative formats (e.g., large print, Braille, audio) will be used to meet students' needs.
- 4.2 For students approaching their GCSEs/IGCSEs (years 9, 10 and 11), an external assessor will be invited in to school annually to assess students who may require access arrangements put in place to sit external exams. The access arrangements should be part of students' normal working practices. The arrangements may include (but are not limited to) extra time, a scribe, a reader, different coloured question papers or overlays, alternative rooming arrangements, using a word processor and supervised rest breaks. These arrangements will be applied for using the JCQ portal.
- 4.3 Should any parent or prospective parent have any complaints related to accessibility, they are referred to the school's Complaints Procedure which is on the website, www.lloydwilliamson.co.uk

5. Increasing Inclusion – 2025-2027

- 5.1 The school will review and update its SEN policy at regular intervals.

- 5.2 All school policies will be reviewed and updated appropriately to take into account SEN/LDD and disability issues at regular intervals in order to maximise the participation of all disabled pupils in the curriculum.
- 5.3 All staff will receive regular training in disability awareness.
- 5.4 The school will facilitate full transfer of relevant information between all schools at pupil transfer. SEN information is sent on to schools if they request it.
- 5.5 Training will be provided for relevant staff to support any pupil with a disability or LDD and access will be provided to specialist help for that pupil where reasonable and practicable.
- 5.6 Where physical access to the site is difficult for a prospective pupil, the school recognises the need to be proactive in enabling such access. Wherever practicable, the school will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school.

6. Improving the Physical Environment of the School – 2025-

2027

As budgets allow:

- 6.1 The school will aim to make any newly acquired buildings fully accessible to disabled pupils.
- 6.2 All renovations to existing areas of the school will be considered with regard to disabled access and every reasonable effort made to improve access within the scope of the work.
- 6.3 All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities and every reasonable effort made to purchase equipment that meets the needs of such pupils in a better way than the existing equipment it replaces.
- 6.4 Diffusing lighting will be installed where computer use makes it necessary. Faulty lighting will be replaced within 24 hours wherever possible.

Improving the Delivery of Information to Disabled Pupils – 2025-2027

As budgets allow:

- 6.5 The school will arrange for documents to be provided to prospective parents who have a disability in ways that meet that need, if so requested and it is reasonable to do so.
- 6.6 All school documents will be provided in large print format on request.

- 6.7 The school will continue to provide CPD for staff in order to support them in better communication with pupils with SEN/LDD or disabilities.
- 6.8 The school will continue to invest in classroom technology to better facilitate communication with pupils with SEN/LDD and disabilities, specifically:
- a) to enable clear provision of images and text in large printed format;
 - b) to enable the use of high quality audio/visual material and
 - c) to enable the easy dissemination of printed handouts of appropriate

clarity.

References

[Reasonable Adjustments for Disabled Pupils \(Guidance for Schools in England\)](#)

[The Equality Act 2010](#)

[The Education Act 1996](#)

[The SEND Code of Practice 2015](#)

Person Responsible	S Drummond
Date	September 2025
Review Frequency	2 years
Next Review	September 2027