Lord's Independent School

Lord’s Independent School
Disability Access Policy

Field	Detail
Policy owner	Headteacher
Date adopted	01/09/2026
Next review date	01/09/2027
Reviewed by	Proprietor
Regulatory framework	Equality Act 2010; Children and Families Act 2014; ISS 2014; Accessible Information Standard
Review schedule	Annual (Accessibility Plan reviewed tri-annually)

1. Introduction

Lord's School is committed to providing an inclusive environment in which disabled pupils, staff and visitors are not disadvantaged. This policy replaces and updates the school's previous arrangements under the Disability Discrimination Act 1995, which was repealed by the Equality Act 2010. All obligations in this policy arise under the Equality Act 2010 and related guidance.

Under the Equality Act 2010, disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The school applies this definition broadly and includes, for example, conditions such as dyslexia, autism spectrum conditions, ADHD, anxiety disorders, physical impairments and long-term health conditions.

2. Duties Under the Equality Act 2010

Lord's School has three key duties toward disabled pupils under the Equality Act 2010:

- Not to treat a disabled pupil less favourably than a non-disabled pupil for a reason related to their disability, without justification
- To make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils
- To publish and implement a written Accessibility Plan that sets out how the school will, over time, improve access to education for disabled pupils

3. The Reasonable Adjustments Duty

The reasonable adjustments duty requires Lord's School to anticipate the needs of disabled pupils and to take proactive steps to remove or reduce barriers. In determining what constitutes a reasonable adjustment, the school will consider:

- The likely effectiveness of the adjustment in removing or reducing the disadvantage
- The financial resources available to the school and the cost of the adjustment
- The practicality of making the adjustment
- Any health and safety requirements
- The availability of aids, services or other provision through an Education, Health and Care Plan or other external funding
- The interests of other pupils and staff in the school

Where a pupil has an EHCP, the school will implement the provision specified therein as a minimum. The reasonable adjustments duty continues to apply independently of the EHCP.

4. Accessibility Plan

Lord's School's Accessibility Plan sets out the steps the school will take to improve accessibility for disabled pupils across three areas, in accordance with the Equality Act 2010:

4.1 Access to the Curriculum

The school will ensure that disabled pupils are not prevented from accessing any element of the school's curriculum. This will be achieved through the provision of appropriate learning support, adapted resources, assistive technology, and the training of staff in adaptive teaching strategies. The curriculum and its delivery will be reviewed regularly to identify and remove barriers to access.

4.2 Physical Access to the School Environment

The school will take reasonable steps to ensure that disabled pupils, staff and visitors can access the school's buildings and grounds. The school will carry out regular disability access audits and will implement improvements identified through those audits. Where a physical feature creates a

barrier that cannot be removed, the school will consider alternative means of providing equivalent access, for example by relocating activities to an accessible location.

4.3 Access to Information

The school will provide information to disabled pupils and their parents or carers in formats that are accessible to them, including large print, digital formats and audio where required. The school's website will comply with relevant accessibility standards. The school will take into account the needs of disabled parents and carers in communicating information about the school and their child's education.

5. Admissions

Lord's School will not refuse to admit a disabled pupil solely on grounds of their disability where reasonable adjustments could be made to accommodate them. The school's Admissions Policy confirms that prospective parents of disabled pupils are encouraged to contact the school at the earliest opportunity to discuss their child's needs and the adjustments that may be available.

6. Support for Disabled Pupils

The school's SENCO (Special Educational Needs Co-ordinator) has oversight of the support provided to all disabled pupils, including those with and without an EHCP. The SENCO works with class teachers, teaching assistants, parents and external specialists to plan and review provision for individual pupils. Every disabled pupil will have an Individual Support Plan or, where applicable, an EHCP that sets out the provision to be made and the outcomes to be achieved.

Class teachers are responsible for the day-to-day implementation of support plans and for making reasonable adjustments in their lessons. Teaching assistants are deployed in line with the SENCO's guidance and in a manner that promotes the pupil's independence rather than creating dependency.

7. Examinations and Assessments

Disabled pupils may be entitled to access arrangements in internal and public examinations, including additional time, a reader, a scribe, rest breaks, a separate room or the use of assistive technology. The SENCO is responsible for identifying pupils who may qualify for access arrangements and for applying to the relevant awarding body in accordance with JCQ regulations. Formal assessment to determine eligibility for access arrangements should be completed well in advance of public examinations.

8. Staff Training

All staff working with disabled pupils will receive appropriate training in disability awareness, reasonable adjustments and adaptive teaching strategies. Training will be provided as part of the induction programme for new staff and will be updated regularly as part of the school's CPD programme. The SENCO is responsible for advising and supporting teaching staff in meeting the needs of disabled pupils in their classes.

9. Complaints

Parents or pupils who believe that the school has failed to comply with its duties under the Equality Act 2010 may use the school's Complaints Policy to raise a formal complaint. Matters relating to EHCP provision may also be referred to the First-tier Tribunal (SEND). The school will not treat any person less favourably for having raised a disability-related complaint.

10. Monitoring and Review

This policy and the school's Accessibility Plan will be reviewed at least annually. The Accessibility Plan itself will be updated tri-annually in line with the school's planning cycle. The Headteacher will report to the governing body on the implementation of the Accessibility Plan and on any disability-related complaints or access issues that have arisen during the year.

11. Related Policies

This policy should be read alongside the school's Special Educational Needs and Disability Policy, Admissions Policy, and Complaints Policy.