

Lawnside Academy

Accessibility Plan



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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

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 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.

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.

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 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

1. Increase access to the curriculum for pupils with a disability

Target	Actions to be taken	Timescales	Costs	Responsibility	Monitoring	Success Criteria
Identify pupils who may need additional / different provision.	<p>Liaise with preschool providers to review potential intakes.</p> <p>Establish close liaison with parents – regular meetings.</p> <p>Establish close liaison with outside agencies and LA.</p> <p>Keep up to date list of medical needs / disabilities across the school ensuring that all identified pupils are supported in accessing the curriculum.</p>	<p>Summer Term</p> <p>Timetabled home visits / parent review meetings</p> <p>September (and ongoing)</p>	<p>Time</p> <p>Time</p> <p>Time</p>	<p>Early Years staff / SENCO</p> <p>All staff</p> <p>Staff member in charge of First Aid, teaching and support staff</p>	<p>Termly analysis of pupil outcomes by Principal and Curriculum / Standards governor committee.</p>	<p>Collaborative working – information sharing with all involved with the child.</p> <p>Procedures / equipment in place on entry to school.</p>
Improve teaching and learning to ensure full access to the curriculum for all children and involvement in all classroom activities.	<p>Training for teachers on differentiating the curriculum.</p> <p>Staff training to meet needs of identified children (including from outside agencies).</p> <p>Set up a system of individual access plans for pupils with disabilities as required.</p> <p>Review TA deployment to enable identified pupils to be appropriately supported.</p> <p>Use of specialist equipment to</p>	<p>On-going</p> <p>Ongoing</p> <p>Half-termly</p> <p>When needs are identified / reviewed</p>	<p>Time</p> <p>Costs not yet assessed</p> <p>Costs for</p>	<p>All teachers / SENCO</p>	<p>Planning scrutiny, work scrutiny, lesson observations and data analysis by SLT / SENCO and termly reports to GB.</p> <p>Feedback from parents reporting that provision meets needs.</p>	<p>Strategies evident in planning and in class observations.</p> <p>All pupils make expected progress.</p> <p>Pupils with disabilities achieve in line with all pupils.</p>

	promote participation in learning by all pupils (including ICT software).		additional equipment			
Create positive images of disability within the school.	Use equipment / literature which illustrate positive images of disability. Visitors to school to include those with a disability.	On-going	Costs not yet assessed	All staff	Governor learning walk observations and feedback to full governing body.	Pupils have developed a knowledge and understanding of a range of disabilities and show respect towards people with disabilities.

2. Improve and maintain access to the physical environment

Target	Actions to be taken	Timescales	Costs	Responsibility	Monitoring	Success Criteria
Classrooms are optimally 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.	Autumn Term	None	Teachers / SENCO	SLT monitoring of classroom environment. Termly outcomes analysis by GB.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Pupils with disabilities achieve in line with all pupils.
Access audit.	Undertake access audit (see page 6) and plan / budget for improvements needed.	Autumn Term	Costs not yet assessed	Principal / Caretaker	Completion of action plan monitored by governor responsible for H&S (with report to full GB).	Physical access to school improved.

3. Improve the delivery of written information to pupils

Target	Actions to be taken	Timescales	Costs	Responsibility	Monitoring	Success Criteria
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	As required	Costs not yet assessed	Principal / Business Support Manager	Termly outcomes analysis by GB.	Delivery of information to disabled pupils improved. School is more effective in meeting the needs of pupils.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. School staff to support identified parents in reading / understanding documentation and completion of any relevant documents.	As required	Costs not yet assessed Time	Principal / Business Support Manager	Feedback from parents / stakeholders who have requested information in alternative formats.	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice from LA on alternative formats and use of IT software to produce customized materials.	As required	Costs not yet assessed	Principal / SENCO	Termly outcomes analysis by GB.	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	TBC	Costs not yet assessed	SLT / Business Support Manager	Report to GB. Feedback from stakeholders.	School is more effective in meeting the needs of pupils.

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 Principal.

It will be approved by the governing board.

5. Links with other policies

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

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

Version	Date	Author	Notes on revision(s)	Date ratified by LGB	Next review date
2	December 2022	C. Johnson	To include 'aims', 'legislation and guidance', 'monitoring arrangements' and 'links with other policies'.	December 2022	September 2025
1	2019-2022	C. Johnson	New policy.		