

## Lawnside Academy

### Accessibility Plan

#### **1. Introduction**

This Accessibility Plan sets out how the school will increase access for pupils with disabilities in three key areas:

- Access to the curriculum
- Access to the physical environment
- Access to written information

The plan supports the school's commitment to equality, inclusion, and removing barriers to learning. It is reviewed every three years, or sooner if required.

#### **2. Aims**

- Ensure all pupils can participate fully in school life.
- Identify and remove barriers to learning and participation.
- Improve the physical environment to support accessibility.
- Provide information in accessible formats for pupils and families.
- Promote positive attitudes towards disability and inclusion.

#### **3. Legal Framework**

This plan is written in accordance with:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice (2015)
- School's SEND Policy and Equality Policy

#### **4. Current Position**

- Most classrooms are accessible at ground level.
- Ramps provide access to key areas of the school.
- An accessible toilet is available near the main entrance.
- Staff receive training in supporting pupils with a range of SEND needs.
- Curriculum planning includes differentiation and personalised support.

#### **5. Improving Access to the Curriculum**

##### **Objectives**

- Ensure high-quality teaching is accessible to all pupils.
- Provide appropriate support, resources, and interventions.
- Develop staff expertise in SEND and inclusive practice.

## Actions

Action	Responsibility	Timescale	Success Criteria
Audit curriculum for inclusivity and differentiation	SENCO & SLT	Annually	Curriculum accessible to all pupils
Provide staff training on SEND strategies	SENCO	Ongoing	Staff confident in adapting teaching
Ensure assistive technology is available	SENCO & ICT Lead	Ongoing	Pupils use tools independently
Review interventions and support plans	SENCO	Termly	Pupils make expected progress

## 6. Improving Access to the Physical Environment

### Objectives

- Ensure the school site is accessible to pupils, staff, and visitors with disabilities.
- Identify and remove physical barriers where possible.

### Actions

Action	Responsibility	Timescale	Success Criteria
Conduct annual accessibility audit	Caretaker & SENCO	Annually	Barriers identified and addressed
Improve signage and wayfinding	Caretaker	Within 12 months	Visitors navigate site easily
Review playground accessibility	Principal	Within 2 years	Inclusive play opportunities
Maintain accessible toilet and ensure availability	Caretaker	Ongoing	Facilities remain compliant

## 7. Improving Access to Information

### Objectives

- Ensure information is available in formats suitable for all families.
- Improve communication with parents and carers with additional needs.

## Actions

Action	Responsibility	Timescale	Success Criteria
Provide information in alternative formats (large print, simplified text)	Office Staff	As required	Families receive accessible information
Ensure website meets accessibility standards	Principal	Ongoing	Website compliant and easy to use
Offer translation or interpreter support	Office Staff	As required	Families understand school communications

## 8. Monitoring and Review

- The plan will be reviewed every three years by the Senior Leadership Team and the Governing Body.
- Progress will be monitored through:
  - SEND reviews
  - Site audits
  - Feedback from pupils, parents, and staff

Version	Date	Author	Notes on revision(s)	Date ratified by governors	Next review date
3	February 2026	C. Johnson	Full review and update.	March 2026	February 2029
2	December 2022	C. Johnson	To include 'aims', 'legislation and guidance', 'monitoring arrangements' and 'links with other policies'.	December 2022	December 2025
1	2019-2022	C. Johnson	New policy.		