



Lakelands
Academy

Accessibility Plan

Next Review Autumn 2028

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1. Aims

Schools are required to make ‘reasonable adjustments’ for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with those without a disability

The purpose of the Accessibility Plan is to show how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

- The Accessibility Plan outlines the aims of the schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010: Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities.

We aim to inform staff, governors, and parents/carers about the previous and ongoing efforts to make the schools and their curriculum accessible for all students, enabling their participation in the school curriculum. When new students enroll who have needs relevant to this plan, their requirements will be assessed in accordance with this plan.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We are committed to giving all of our students every opportunity to achieve the highest of standards. We do this by taking account of students’ varied life experiences and needs. We provide an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. developing a culture of inclusion, support and awareness within school.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our students or any adults associated with our school without regard to differences in/for:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- sexual orientation;
- pregnancy/maternity

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, students, parents, staff and governors of the school

We collect information from the primary settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled

pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

3. Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out 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'.

Aim 1: Increasing access to the curriculum for pupils with disabilities

Target	How is this achieved and actions	Time Scale for actions.	Lead	Success criteria
Ensure that transition and mid –term transfer pupils are all reviewed for any potential disability to best provide them support as quickly as possible.	To identify students who may need additional and/or different provision for September intakes. To organise transition arrangements where necessary. Information gathering sheets sent to all feeder schools. Feeder schools visited by the SENDCO, Senior Assistant Head and Year Leader. Mid Term Student registration forms are reviewed Additional meetings with parents and health professionals when a pupil is identified with additional needs. Student Passports to be devised and shared with teaching staff to ensure smooth transition Staff training for students' additional needs.	Ongoing	Senior Assistant Head and SENDCO.	Students will have a straightforward transition as staff will be fully aware of needs. • Staff awareness during admissions/induction/enrolment process. • Additional needs identified as soon as possible and relevant support in place. • Procedures, resources, training in place as soon as possible, prior to student starting wherever possible.

Teachers adapt the curriculum to support the children's individual needs	Ensure all staff are aware of their responsibility to provide high 'quality first' teaching, including appropriate differentiation and planning for a variety of learning styles Teaching and Learning is a regular part of staff training Hints and tips for students shared and reviewed regularly on Student passports. Subject areas to feedback to SEND Department via SEND referral form raising any concerns regarding SEND. Inclusion meetings are held fortnightly to discuss cases where highly individualised strategies are needed. Specialist Support to be sought for consultation where appropriate and implemented. Recommendations also shared with teaching staff via student passports. SENDCO to monitor quality of provision for SEND students via culture walks.	Ongoing	Headteacher, Senior Leadership Team (SLT), Assistant Headteacher (Pupil Support), Teachers, TAs	Teaching and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the students that are in attendance Teachers develop and use those teaching strategies which most suit the learning style of students with a disability. Improve attainment for students with disabilities Students with additional needs are supported to access the whole curriculum and make expected progress. Students with disabilities have increased access to curriculum materials and are not disadvantaged in examinations. All students access the broad and balanced curriculum and make good progress relative to their starting points.
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	SLT audit current interventions and their success/impact on progress via faculty review process Provision mapping is used when appropriate. Support for SENCO/ Examination Officer to ensure appropriate external exam access arrangements have been made. Ensuring students are not being disadvantaged. Sensory advice and guidance is followed for individuals as directed by external agencies allowing students easier access to the curriculum. All of which all students with disabilities increased access to curriculum materials.			
Learning Support / Interventions	Students are assessed using baseline testing within the Maths and English departments as well as Literacy Assessment online and Accelerated Reader. Students who require significant additional support for English and Maths are highlighted, parents contacted.	Autumn Term Year 7 / Ongoing	KS2 data, English/ Maths Department. SENDCO SLT Faculty Lead for MFL,	Students have access to support to improve their literacy and numeracy allowing support and increased access in all subject areas across the curriculum. Intervention targets achieved and pupils removed from extra support Students of all abilities able to access a broad and balanced curriculum with increased independence.

	Teachers, after following 'Quality First Teaching' and graduated approach, identify students who may need some additional interventions via SEND Support referral form. Targeted, timely Interventions impact monitored, and work adjusted accordingly In some circumstances students may be disapplied from MFL to focus on additional literacy and numeracy support in years 7, 8 and 9. This is always in consultation with SLT to ensure that students are still accessing a broad and balanced curriculum. Dyslexia screener carried out where appropriate and support put in place based on outcomes, in consultation with parents. Examination Access Manager/ Dyslexia Specialist Teacher to conduct testing to ensure appropriate EAA is in place. Intervention groups are based around students' needs and in line with our Inclusion Framework.		TA support, Outcomes and Standards Lead. Belonging Team (SEND/CO/DSL/ Attendance and Welfare Manager/ Senior Assistant Head-relationships/ Assistant Head Behaviour/ Outcomes and Standards Leader/ Year Leader)	Appropriate Examination Access Arrangements to be identified and applied consistently.
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	Half termly belonging meetings identify non-SEN students who are making decelerated progress and ensure appropriate steps are taken to offer support. Performance management focus on the teaching standards which require teaching staff to be planning for individual needs.			
Referral to external agencies	Referral to SEND department – Student Support and external agencies for additional support i.e. Speech and Language, Educational Psychologist, Sensory Inclusion Service. Ensure recommendations are put in place and shared with staff.	Ongoing	Subject teachers, Pastoral Team, SENDCO	Students' needs are met and all students are able to access the curriculum
Rigorous monitoring of all assessment data – including SEND	Regular data analysis including analysis of the attainment and progress of different 'groups' within the school to ensure that all are making the expected progress and there are no barriers to learning. Half Termly Belonging meetings with Belonging Team (SENDCO/	Ongoing	Belonging Team (SENDCO/ DSL/ Attendance and Welfare Manager/ Senior Assistant Head-	Progress is made towards targets

	DSL/ Attendance and Welfare Manager/ Senior Assistant Head-relationships/ Assistant Head Behaviour/ Outcomes and Standards Leader/ Year Leader) to ensure pupils making decelerated progress are identified and appropriate support put into place.		relationships/ Assistant Head Behaviour/ Outcomes and Standards Leader/ Year Leader)	
Updated staff training on medical needs where needed	Liaise with medical professionals to ensure that all staff are trained to administer emergency medication if required Care plans produced for individual students with medical need	Ongoing	Senior Assistant Head	Students' medical needs are met
Ensure all out-of-school Activities allow for the participation of all students	All out-of-school activities, including offsite trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Teachers/ Trip Leader identify any potential barriers to inclusion and any adaptations needed to overcome them	Ongoing	Class teachers, Educational Visits Coordinator	All students are included in extra-curricular activities which help to develop confidence, social skills and resilience

	The Trip Leader undertakes a risk assessment relating to any group member with a disability. Any reasonable additional expenditure necessary to accommodate students with a disability/impairment are considered. Amendments to an itinerary, staffing arrangements and transport are carefully considered when considering a student with a disability.			
Ensure students (and staff) with hearing impairments have access to the curriculum	Speech reinforced with visual back-up print, pictures, concrete materials. Consideration of rooming for students with more profound hearing loss Liaise with Sensory Inclusion Service Student Passports to detail any difficulties and appropriate adaptations to the learning environment and be easily accessible to all staff	Ongoing	Class teachers, SENDCO, HLTA.	Students can clearly hear what is being said in the classrooms and the hall.

	An identified Key worker for all pupils with sensory impairment to ensure consistency, develop an experienced knowledge base and be a key point of contact for parents and SIS. Teaching assistants/ key teaching staff trained via SIS for The Hearing-Impaired Child in your Class. Staff trained in the use of hearing loops where necessary. All staff trained to use 'Roger' Transmitter.			
To ensure students (and staff with visual impairments (VI) have access to the curriculum	Staff informed of students with a VI and provided with in class suggestions on how to support the students (Student Passports) Sensory Inclusion Service will regularly provide assessments on the students and feedback any changes to the needs of the students Student Passports/ EHCP'S to detail any difficulties and appropriate adaptations to learning environment and be easily accessible to all staff	Ongoing	Class teachers, SENDCO, HLTA	Students' needs are met and are able to access the curriculum

	An identified Teaching Assistant allocated as key worker for all pupils with sensory impairment to ensure consistency, develop an experienced knowledge base and be a key point of contact for parents and the SIS.			
To continue to explore the use of new technologies to support students with SEND in accessing their learning.	To investigate with teachers, parents, students, and specialists the value and potential of new technologies (including word processors, exam pens, speech to text software) to support students with SEND in accessing their learning.	Ongoing	Class teachers, Faculty Leaders, SENDCO Data Manager and Exam Access Coordinator/ Dyslexia Specialist Tacher.	Students are able to access the curriculum and develop some independence skills through the use of assistive technology

Aim 2- Improve and maintain access to the physical environment

Target	How is this achieved and actions	Time Scale	Lead	Success Criteria
To provide access for wheelchair/ walking aid users and students with mobility issues	<u>Changes in level</u> Steps, stairs and ramps are clearly indicated at top and bottom, with visual and tactile warnings. Appropriate height handrails are in place on both sides. The edges of indoor steps provide a degree of contrast necessary for each stair to be visible to a student with a visual impairment, particularly for descending. Consideration is given to doorway thresholds and are highlighted if raised. Steps, stairs and ramps are clearly indicated at top and bottom, with visual and tactile warnings. Appropriate height handrails are in place on both sides. All outdoor steps edges are highlighted including doorsteps into the building and single steps into classrooms.	Ongoing	Business Manager/ SENDCO	The whole of the academy site will be at an even level to allow students full access to the school grounds without risk. Wheelchair/walking aid users could comfortably access the site, their learning or work and any adjustments are made to overcome difficulties. Students will feel comfortable navigating the academy site independently.

	The edges of indoor steps provide a degree of contrast necessary for each stair to be visible to a student with a visual impairment, particularly for descending. Highlighting of steps and stairs edges are regularly inspected and maintained to a high standard. Floor mats are fitted flush with the surrounding ground level. Any free standing mats which cannot be removed are monitored for worn or curling edges to reduce the possibility of a trip hazard.			
	Lighting Classrooms provide and maintain curtaining / blinds to enable use of natural light and eliminate or reduce glare. Lighting levels are controllable. Glass vision panels in doors are kept clear of posters.	Ongoing	Business Manager/ SENDSCO	Students will be able to access classroom and glare will be reduced and feel comfortable in their working environment
	Signage Signage around the school, includes fire exit signs and display notices, they are kept up to date and appropriately placed so as to be visually accessible to a student with a visual impairment. Fire exit doors	Ongoing	Business Manager/ SENDSCO	Students will be able to exit the building safely In the event of a fire.

	are kept clear and in proper working order.			
	Contrast Fixtures and fittings contrast well with the flooring and walls, and the furniture. Fixtures such as door handles, for example, contrast well with their surround. Door handles and auto door release buttons are wheelchair height.	Ongoing	Site team/Business Manager/ SENDCO	Students will be able to identify heights in tables and be able to access classrooms independently.
	Storage Storage is adequate to enable equipment and resources to be put away, out of the way of corridors and thoroughfares. Communal areas such as corridors are kept free of clutter; this includes both school equipment, and students' bags/coats.	Ongoing	Site team/Business Manager/ SENDCO	Students will be able to independently access the whole of the school site at break and lunchtime independently.
	Seasonal issues During summer months it can be common practice to prop open doors and windows when the weather is warmer. Tree branches and foliage can present a hazard at any time of year; in winter the branches/shrubs	Ongoing	Site team/Business Manager/ SENDCO	Students will be able to access school site without the risk of hazards.

	may be bare and visually difficult to detect.			
	Disabled parking 2 disabled parking spaces are available in school car park, these are kept free at all times. Disabled students, staff and parents can access the building easily.	Ongoing	Site team/Business Manager/ SENDCO	Students and parents can have easy access to school.
	Accessible Toilet Accessible toilets available on site. 1 in Kettlemere, 1 in main reception and 2 in PE corridor. Emergency cords are in working order, sounds an alarm when pulled. Outside alert light in full working order. One of the accessible toilets in the PE area has a sky hoist and a changing bed.	Ongoing	Site team/Business Manager/ SENDCO Site team	Students can easily access toilet areas allowing for independence.
	Lifts 2 working lifts throughout the Academy. 2 lifts can be used independently by students, the lift up to the first floor has to be used with	Every September	Site team/Business Manager/ SENDCO	Students will be able to access all areas of the site safely and independently.

	a staff member. Lifts have clear accessible controls and warnings on approach, with well contrasting visuals, adequate lighting and wheelchair space as appropriate. Improving accessibility for students, allowing students to access all areas of the school. Personal evacuation plans in place for all students in a wheel chair. Which have drawn upon expertise of external agencies and specialists if required.			
	Library shelves The school library underwent a revamp in 2018, this now allows students in wheelchairs to access the books at a suitable height. Students able to access all areas of the site independently.	Ongoing	Librarian	Students will be able to access the library independently.

Aim 3- Improve the availability of accessible information to pupils with disabilities.

Target	How is this achieved and actions	Time Scale	Lead	Success criteria
To differentiate work to ensure all students are able to progress in their learning.	Focus on school development plan for all departments to improve / adapt resources to allow for differentiation and personalisation of students work. Student passports to detail specific needs and appropriate adaptations to the learning environment and be readily available to all teachers to ensure the classroom environment is inclusive, and support for pupils with disabilities is embedded. CPD provided for staff on differentiation strategies. SENDCO to conduct lesson observations where concerns are identified and offer advice and guidance	Ongoing	SLT, Faculty Leaders, Class teachers, SENDCO TAs	Pupils' needs are being met through differentiated materials
To provide appropriate CPD for staff teaching	CPD provided for staff on a range of areas of SEND.	Ongoing	Deputy Head Teacher	Information on how to support individual students is a part of the CPD process.

on a range of areas of SEND	Email updates for new resources etc.		SENDCO	
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body

5. Links with other policies

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

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

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Policy Approved: 16.12.2025
Review Period: 3Yrs
Policy Responsibility: SENCo
Policy Approval: FGB

Internal signage				
Emergency escape routes				