



**Lakelands**  
Academy

# **Accessibility Plan**

**Next Review Autumn 2026**

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

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.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Academy 360 promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

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 children 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, pupils, 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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. Action Plan A- Improve and maintain access to the physical environment

Target	Good practice	Actions to be taken	Time Scale	Person responsible	Success Criteria
<p><b>Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</b></p>	<p><b><u>Changes in level</u></b></p> <p>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.</p> <p>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.</p> <p>Consideration is given to doorway thresholds, and are highlighted if raised.</p> <p>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.</p>	<p><b><u>Ground surfaces:</u></b></p> <p>consider long term improvement to the whole ground surface area outside the Art entrance; this grounds is a mixture of patches of tarmac etc., some broken and uneven and with a gradient.</p>	<p>Ongoing</p>	<p>CS</p>	<p>The whole of the academy site will be at an even level to allow students full access to the school grounds without risk.</p>

	<p>All outdoor steps edges are highlighted including doorsteps into the building and single steps into classrooms.</p> <p>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.</p> <p>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.</p>				
	<p><b>Lighting</b> Classrooms provide and maintain curtaining / blinds to enable use of natural light and eliminate or reduce glare. Lighting levels are controllable.</p>	<p>Classrooms where blinds are in a state of disrepair need to be fixed.</p>	<p>Ongoing</p>	<p>CS/ALW</p>	<p>Students will be able to access classroom and glare will be reduced.</p>

	Glass vision panels in doors are kept clear of posters.				
	<p><b>Signage</b></p> <p>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 are kept clear and in proper working order.</p>	Large print fire exit routes to be completed so fire routes are visually accessible.	Ongoing	CS/ALW	Students will be able to exit the building safely In the event of a fire.
	<p><b>Contrast</b></p> <p>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.</p>	Science rooms require high visibility tape on edges of tables allowing students to be aware of the height of furniture in the classroom	Ongoing	Site team	Students will be able to identify heights in tables and be able to access classrooms independently.
	<p><b>Storage</b></p> <p>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.</p>	Corridors at break and lunchtime need to be clear to allow access for visually impaired and disabled students.	Ongoing	CS	Students will be able to independently access the whole of the school site at break and lunchtime independently.

	<p><b>Seasonal issues</b></p> <p>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 may be bare and visually difficult to detect.</p>	<p>Risk assess any window or door opened in this manner to ensure it does not present a hazard; that it does not open out into walking space or create a hazard at head height. Monitor <b>doors and windows</b> that open outwards into walkway spaces; e.g. the side windows of the science lab open outwards at head height for a wheelchair user.</p>	Ongoing	CS	Students will be able to access school site without the risk of hazards.
	<p><b>Disabled parking</b></p> <p>2 disabled parking spaces are available in school car park, these are kept free at all times. Disabled students and parents can access the building easily.</p>		Ongoing	Site team	Students and parents can have easy access to school.
	<p>Disabled Toilet</p> <p>4 disabled toilets available on site. Emergency cord in working order, sounds an alarm when pulled. Outside alert light in full working order. One of the disabled toilets has a sky hoist and a changing bed.</p>	<p>All equipment in the toilets are serviced regularly to ensure upkeep and suitability.</p>	Ongoing	Site team	Students can easily access toilet areas allowing for independence.

	<p>Lifts</p> <p>4 working lifts throughout the Academy. 3 lifts can be used independently by students, the lift up to the first floor has to be used with 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.</p> <p>Personal evacuation plans in place for all students in a wheel chair. Which have drawn upon expertise of external agencies and specialists.</p>	<p>PEEP to be completed for all students, who require one, when they enter school in Year 7</p>	<p>Every September</p>	<p>ALW</p>	<p>Students will be able to access all areas of the site safely and independently.</p>
	<p>Library shelves</p> <p>The school library underwent a revamp in 2018, this now allows students in wheel chairs to access the books at a suitable height. Students able to access all areas of the site independently.</p>	<p>Shelves to be kept low to ensure students in a wheel chair can access books easily.</p>	<p>Ongoing</p>	<p>Helen Gordon</p>	<p>Students will be able to access library independently.</p>



## Action Plan B- Increase access to the curriculum for pupils with a disability

Target	Good practice	Actions to be taken	Time Scale	Person responsible	Success criteria
To liaise with primary providers to review potential intake for each September	To identify pupils who may need additional and/or different provision for September intakes. To organise transition arrangements where necessary.	Early identification needed ALW to work closely with feeder primary schools	In time for September intakes	ALW	Students will have a straightforward transition as staff will be fully aware of needs.
Differentiation in teaching and learning which develops a range of resources, allowing a curriculum which is accessible for students with disabilities.	<p>ALW to monitor quality of differentiation and provision for SEND pupils. SLT audit current interventions and their success/impact on progress. Provision mapping is used when appropriate.</p> <p>Disabled students receive hand-outs, timetables, worksheets, notices, information about school events.</p> <p>Subject areas to feedback to SEND Department if any specialist equipment is needed for students a lesson.</p> <p>Liaison with external agencies (ie. Occupational Therapy, Sensory Inclusion Service) to ensure that the right equipment is sourced specific to a students' needs.</p> <p>Support for SENCO/ Examination Officer to ensure appropriate external exam access arrangements have been made. Ensuring students are not being disadvantaged</p>	All staff to be aware of student's needs and equipment made available where appropriate.	Ongoing	All teachers	<p>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</p> <p>Teachers develop and use those teaching strategies which most suit the learning style of students with a disability.</p> <p>Improve attainment for students with disabilities</p> <p>Students with disabilities have increased access to curriculum materials and are not disadvantaged in examinations.</p>

	<p>Sensory advice and guidance is followed for individuals as directed by external agencies allowing students easier access to the curriculum.</p> <p>All of which all students with disabilities increased access to curriculum materials.</p>				
Classrooms to be organised to promote the participation and independence of all pupils	An audit of resources / High Quality Teaching is carried out to ensure that lessons are planned to meet the needs of all pupils in the class. Staff development and training to ensure staff are aware of the needs of the students and ways in which they can support.	Audit of curriculum	Ongoing	GP	<p>Teachers develop and use those teaching strategies which most suit the learning style of students with a disability.</p> <p>Improve attainment for students with disabilities</p>
Staff training in supporting pupils with SEND	<p>Training is delivered through school CPD programme. Any further in knowledge will be supported by external advice if necessary.</p> <p>Intervention groups are run where support is needed, primary focus literacy and numeracy.</p>		Ongoing	ALW/GP	Improve attainment for students with disabilities
When planning school trips involving students with impairment or disabilities, the school will make every effort to accommodate their needs and thereby allowing them access to the experience.	<p>The Trip Leader undertakes a risk assessment relating to any group member with an impairment or disability</p> <p>Any reasonable additional expenditure necessary to accommodate students with a disability/impairment are considered.</p> <p>Amendments to an itinerary, staffing arrangements and transport are carefully considered when considering a student with a disability.</p>	Risk assessment	Whenever trip is being taken out.	Trip leader/ALW	All students, where possible, with a disability/ Impairment have the opportunity to take part in a school trip, including those overseas.

### Action Plan C- Increasing the Delivery of Written Information to Disabled Students

Target	Good practice	Actions to be taken	Time Scale	Person responsible	Success criteria
To make written information more accessible to students with disabilities and at home	Where appropriate the school plan for the provision of: <ul style="list-style-type: none"> <li>• Enlarged resource materials and exam papers.</li> <li>• Papers copied onto coloured paper where needed.</li> <li>• Enlarged written communication with home.</li> <li>• An electronic version of all school/home communication.</li> </ul>	All staff to be aware of needs	Ongoing	Teaching staff/ ALW	Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.

#### **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 pupils 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: 19.12.2023  
Review Period: 3Yrs  
Policy Responsibility: SENCo  
Policy Approval: FGB

Internal signage				
Emergency escape routes				