



Changing Lives Learning Trust

RESPECT · RESILIENCE · ACHIEVEMENT · OPPORTUNITY

ACCESSIBILITY PLAN 2024 to 2027

DOCUMENT CONTROL

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Document Path & Filename	Staff SharePoint\Policies and Procedures/General/Accessibility Plan	
Document Reference	Accessibility Plan	
Version	04	
Status	Approved	
Publication Date	September 2024	
Related Policies		
Review Date	Every three years	
Approved/Ratified by	Trust Board	Date:
Distribution:		
Changing Lives Learning Trust Staff		
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Version	Date	Comments	Author
01	2015		Karen Forsyth
02	October 2016		Stephen Lester & Melissa Relph
03	July 2021	Changed wording to WLMAT. Minor updates from Kym Allan model V7 Oct 2019. Updated Academy/School Plans.	Tracey Shackley Wendy Figes James Jackson Tanya Peers
04	September 2024	Changed wording to CLLT. Minor restructuring and updated to include information relating to Public Sector Equality Duty v8 September 23.	Tracey Shackley Headteachers: Arlecdon Dearham Flimby Kirkby Thore QEGs St Bees Thornhill West Lakes Academy

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1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day-to-day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment.
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meet this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that must be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

3. Reasonable adjustments

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. However, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. **Public sector equality duty (PSED)**

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment, or the information which we provide.

5. **AIMS OF THE ACCESSIBILITY PLAN**

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The Trust has a commitment to equal opportunities for all members of our academy/school setting community and our Accessibility Plans outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider academy/school setting curriculum;
- improve the physical environment of the academy/school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

Furthermore, under our equality duties, we intend to improve the physical environment of the academy/school to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

The Accessibility Plans will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the academy/school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the academy/school will address the priorities identified in the plan.

The Action Plan for physical accessibility relates in part, to the Health and Safety Management Plan of the Academies, which is undertaken annually by each Headteacher. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plans will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plans for the following period.

The Trust strives to ensure that the culture and ethos of all our academies/school is such that, whatever the abilities and needs of members of the academy/school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

6. KEY OBJECTIVES

The key objectives of our Accessibility Plans are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy/school community for students, and prospective students, with a disability.
- We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

7. CONTEXTUAL INFORMATION

The Trust currently has three secondary schools and six primary schools. For student population at each school please see individual school plan.

Currently there are 2818 students within the Trust; please see published admission numbers for each school.

- 48.23% are boys and 51.77% are girls
- The vast majority of the students are White British.

Ethnicity Group	No	%
Asian or Asian British	69	2.45%
Black, Black British, Caribbean or African	23	0.82%
Mixed or multiple ethnic groups	81	2.87%
Other ethnic groups	8	0.28%
White	2574	91.34%
Unknown	63	2.24%

- We have 307 students eligible for free academy/school meals, 361 students receive Student Premium funding, 10 service child and one student receive Adopted from Care funding.
- We have 85 EAL students.
- We have 411 students (14.6% of students) identified as SEN, of which 77 children have a SEN E and 337 SEN K.
- The Trust has good stability.

The majority of the students at our secondary schools enter from primary schools within their catchment area. They have strong working relationships with feeder primary schools and work hard to ensure as smooth a transition as possible from primary academy to our secondary academy. In addition to visits from primary academy children to the academy for a variety of academic and sporting activities.

The catchment area varies from relatively prosperous commuter areas for professional families, small towns and rural villages to scattered areas of significant deprivation. Admissions to our schools is administered by the Local Authority.

When our schools/academies are made aware of students who are joining them with disabilities, they make arrangements to meet both the student and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the school building are made in readiness for the student starting. Most of our schools have fully disabled access throughout their buildings. West Lakes Academy has a lift to access the upper floors of the Academy. All steps have handrails situated next to each set of stairs.

8. DEVELOPMENT

8.1 The Purpose and Direction of the Trust's Plan:

Changing Lives Learning Trust:

- has high ambitions for its disabled students and expects them to participate and achieve in every aspect of academy/school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of academy/school life;
- values the individual and the contribution they make to all aspects of academy/school life;
- will strive to ensure that its disabled students have access to all areas of the curriculum and teaching resources to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the academy/school;
- is committed to embracing equal opportunities for all members of the academy/school community.

8.2 Information from Student Data and Trust Audit

Changing Lives Learning Trust comprises of a mixed comprehensive sponsored academy, a Secondary Grammar School, a small rural secondary school with resource provision and 6 primary schools of 2818 students of which the vast majority are white-British.

The majority of staff have received equalities training through an on-line learning module. New staff are required to complete this training within 3 months of starting.

We support students to fully participate both in the main curriculum and in extra-curricular activities. For example students take part in PE, they participate in the student council and prefect roles, they are ambassadors for the academies/schools and they go on academy/school visits.

All students can access the curriculum. West Lakes Academy is a fully disability compliant building which opened in 2012. There is lift access to all upper floors. There are plans which can be implemented in the event of a lift malfunction. Emergency evacuation chairs are sited strategically across the academy in the event of an emergency.

Access arrangements are provided for disabled students including Personal Emergency Evacuation Plans.

The outcomes for disabled students are in line with the national average.

The academies/schools have identified that we have, as at the start of the academic year 2024/2025 a number of students regarded as having a disability within the meaning of the Equality Act. These can be grouped as:

- hearing impaired
- physical mobility problems (non-wheelchair users)
- visual impairment
- ADHD
- autistic
- epileptic
- Specific Learning Difficulties

Our annual development plans take into account the needs of our diverse student population as well as the needs of its wider community. Ten students with a disability currently in feeder nursery/primary schools who may wish to attend our academy/schools have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the feeder schools to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facilities;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their academy/school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous Accessibility Audits to assist us to develop an action plan to reduce obstacles for the academy/school community.
- Undertake an Accessibility Audit

8.3 Views of those consulted during the development of the Plans

The plans are informed by:

- The views and aspirations of disabled students themselves;
- The views and aspirations of the families of disabled students;
- The priorities of the local authority;
- The views of different groups have influenced the plan.

The Trust will:

- ensure the development of the plans involves coordination with the Local Authority and ensure that the Trust provides the best choices for students wanting to enrol at our academies/schools;
- consult the SEND governors;
- consult staff including specifically SENCo's, heads of year/department, and the People, Estates & Finance Committee
- set up student forums to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

9. SCOPE OF THE PLANS

9.1 Increasing the extent to which disabled students can participate in the academy/school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA **Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.**

The academy/school plans to increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the academy/school such as participation in after-academy/school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum. The academy/school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

A detailed action plan has been developed and included as Appendix A for each of our schools.

The plans include:

- arrangements to improve access to the curriculum through implementing appropriate staff training and development.
- details of which post holders or groups are part of the planning process and who and how this part of the plan will be monitored and evaluated by teachers, academy/school managers and governors.
- a range of elements ensuring that teaching and learning is accessible through academy/school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training

The Trust will progressively improve access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that the academy/school is planning and preparing to respond to the particular needs of individual students.

Trustees/Governors will identify action in the academy/school access plans to enhance teaching and learning opportunities for all those in the academy/school community with disabilities. These may include:

- consideration of whole-academy/school ways of increasing participation in activities such as after-academy/school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of academy/school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the academy/school response to students through the application of the SEND Code of Practice has improved student attainment and how effective communication regarding specific student needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted;
- identifying how staff training needs, in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying student peer support mechanisms and the ways that the academy/school has ensured students have a voice in decisions that affect them;

- taking action to ensure that disabled members of the academy/school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- enhancing the positive culture and ethos of the Trust by undertaking quality marks or other additional intervention to improve the Trust's ability to include those with disabilities.

9.2 Improving the physical environment of the academy/school to increase the extent to which disabled students can take advantage of education and associated services:

- investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The Trust will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the academy/school has students or visitors with disabilities and is preparation for a situation if and when they do.

An accessibility audit is undertaken annually by the Headteacher/Deputy Head/Assistant Headteacher, SEND.

This is reported to the Governors People, Estates & Finance Committee (PEF) at each school and the Trust PEF Committee with any recommended improvements.

In the event of a fire alarm there are detailed arrangements for each school and procedures for disabled students and their support staff including designated refuge points, with call button and intercom access and evacuation chairs if required. Staff are trained in the use of the evacuation chairs.

The Trust will consider and record assessment upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the academy/school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of acoustic panels.
- Improvements of storage implications for wheelchairs and other mobility devices.

- Application and progress on capital funding for major access works and details on Trust's funds delegation to support specific targets.

9.3 Improving the delivery to disabled students of information that is provided in writing for students who are disabled

The Trust will strive to:

- produce all school/academy literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The Trust plans to improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy/school and academy/school events. The information should be made available in various preferred formats within a reasonable time frame. The academy/school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Action Plans are prepared and maintained by the Assistant Headteacher SEND/Headteacher. The plan is reported to the Governor's PEF Committees.

The plan includes:

- making information normally provided by the academy/school in writing to its students – such as handouts, timetables, textbooks, information about academy/school events – available to disabled students.
- Informing readers that academy/school published material is available in a selection of formats.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at academy/school meetings etc.
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students who have difficulties in accessing information.

9.4 Financial Planning and Control

The Headteacher, with the Senior Leadership Team (SLT), together with the Trust PEF Committee, will review the financial implications of the Trust Accessibility Plan as part of the normal budget review process. The objective is that over time academy/schools Accessibility Plan actions will be integrated into the academy/school Development Plans.

Schools/academies will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. IMPLEMENTATION

10.1 Management, Coordination and Implementation

Headteachers led by the person responsible at each setting for SEND will undertake a disability audit using a cross section of staff, students and parents.

As a result of the audits, each school will:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- plan to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

10.2 Monitoring

The Trust recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual academy/school development plan on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of academy/school buildings;
- questionnaires, responses from stakeholders e.g. parents, students and staff, indicate increased confidence in the academy's/school's ability to promote access to educational opportunities for students with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for students with additional needs;
- recorded evidence that increased numbers of students with disabilities are actively participating in all areas of the academy/school;
- recorded evidence that fewer students are being excluded from academy/school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for students with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

10.3 Accessing the Academy/School's Plan

The accessibility plans will be published on the academy/school websites and printed copies are available from the academy/schools. To support students and parents with visual impairments the document will be made available in large font.

This will be promoted at parent forums, on parents' evenings and on transition evenings.

The Trust will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Trustees, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of students/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools and academies including special schools;

- seeking support/advice from outside the academy/school, from services, other agencies and organisations;
- ensuring that the academy/school is aware of all support services that provide advice to academies and staff.

11. RELATED POLICIES

The Accessibility Plans should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equality Policy, Action Plan and Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy and Procedures
- Special Educational Needs and Disabilities
- Educational Visits
- Whole Academy Behaviour
- Academy Development Plan
- Academy Management Plan
- Complaints Procedures
- Keeping Children Safe in Education
- Remote Learning Policy
- Supporting Students with Medical Conditions
- Intimate Care Policy
- Exclusion Policy

ARLECDON PRIMARY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H and S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on:

Date of Accessibility Plan: **14.10.2024**

Date for next Review: **14.10.2027**

Senior Member of staff responsible for the Plan: **Lara Robson**

Governors and Committees responsible: LGB PEF and QoE

ARLECDON PRIMARY ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE CURRICULUM ACCESS AT ARLECDON PRIMARY SCHOOL**

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Review TA deployment	Establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support e.g. lunchtimes, PE lessons, extra-curricular activities	Reviewed Annually by HT	Children who need individual adult support to participate in some activities have access to this support.
Training for staff in the identification and teaching of children with ASC and other specific learning difficulties	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing throughout 2024 – 2027	Children with specific difficulties are successfully included in all aspects of academy life.
Develop an inclusive space for those students whose disabilities leave them overwhelmed when faced with long periods of time in a classroom.	To explore the possibility of creating or re-developing a space where students would be able to experience the opportunity to reduce sensory overload.	Students are able to access the full curriculum without feeling overloaded.	Spring 2025	Children who experience sensory overload due to a disability have above average attendance and access the full curriculum.
To liase with educational establishments to prepare for the intake of new children who transfer within a year.	To identify pupils who may need adapted or additional provision	Provision in place ready for when the child/children start School	Ongoing HT	Children settle quickly with the correct adaptations in place to meet their needs.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential	Create personalised risk assessments and access plans for individual children. Liase with external agencies, identifying training needs and implementing training where needed.	All children will have access to every extra-curricular opportunity inline with their peers.	Ongoing SLT	Evidence that all children have had the opportunity to attend all extra-curricular opportunities.

visits as well as extra-curricular provision.				
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ARLECDON PRIMARY ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE PHYSICAL ACCESS AT ARLECDON PRIMARY**

Item	Activity	Timescale	Cost £	Responsibility
Disabled access to school	Ensure disabled access to the school office is in place through the creation of a sloped access at the front of school.	In place by December 2026	£6000	WLMAT/LB
Ensure persons with disabilities have appropriate access to welfare facilities.	Re-modelling of wrap-toilet areas to allow for disabled toilet and shower area	In place by December 2026	£21000	WLMAT/LB
Fire and emergency evacuation procedures to be in place for those with additional needs.	Ensure all staff are aware of procedures for emergency and build this into regular training schedule and fire drills evacuation for those with additional needs. Bespoke plans created as required by SENCo	Ongoing	None	SENCo/HT

ARLECDON PRIMARY ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ARLECDON PRIMARY**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Evidence that appropriate considerations and reasonable adjustments have been made	Ongoing HT/Admin team	Pupils, parent and visitors can access written information due to reasonable adjustments.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where necessary.	Evidence that appropriate considerations and reasonable adjustments have been made so that parents can fully support their children in their education.	Ongoing Whole School Team	Parents with a disability, medical condition or other access needs can fully support their child's education.

Dearham Primary School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- Full Governing Body/SEN Governor/relevant sub-committee
- Staff
- Parents/carers
- Pupils/school council

The plan was approved on:

Date of Accessibility Plan: September 2024

Date for next Review: September 2027

Senior Member of staff responsible for the Plan: Samantha Busigny

Governors & Committees responsible: LGB PEF and QoE

DEARHAM PRIMARY SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE CURRICULUM ACCESS AT DEARHAM PRIMARY SCHOOL**

Target	Strategy	Outcome	Timeframe and people responsible	Achievement
Adapt the curriculum to meet the needs of all children, including those with severe SEND needs.	<p>INSET provided by Local Authority SEND advisor (Anne-Marie Hall) for all teaching staff on how to adapt the curriculum for all children in the classroom.</p> <p>Adaptation of the curriculum, by classroom teaching staff</p>	Teachers and Teaching Assistants adapt the curriculum so that this is accessible by all.	Term 1 2024 SENDCo Teaching staff	All pupils are aspirational and achieve the highest standards in all subject areas.
Development of a 1:1 room where children with severe learning disabilities have a specialised curriculum, adapted to their needs.	<p>Visits to special schools to observe good practice by SENDCo and 1:1 TAs.</p> <p>Collaboration with outreach to advise on set up, programmes, resourcing.</p> <p>Adaptation of Engagement Model.</p> <p>Employment of high level teaching assistant to support and lead 1:1 support.</p>	Children with severe SEND, are able to attend Dearham Primary School and continue to develop and progress during their time here.	Throughout 24/25 academic year. SENDCo 1:1 TAs	Pupils with a severe learning disability thrive in our environment

<p>Support fundamental movement skills in children with SEND and in particular those with Developmental Coordination Disorder (DCD) and Dyspraxia.</p>	<p>Host training for SMART Movers and train several members of staff in using these methods.</p> <p>1:1 staff implement strategies with 1:1 SEND children.</p>	<p>SMART Movers programme used confidently by staff to develop SEND pupils' gross motor skills and respond to their physical needs.</p> <p>SEND pupils enjoy participating in Smart Movers sessions and further develop their gross motor skills.</p>	<p>Deputy Head SENDCo 1:1 TAs</p>	<p>Children with physical SEND improve their gross motor skills.</p>
<p>Staff to remain familiar with technology that is available to assist disabled students in accessing the curriculum.</p>	<p>Staff training regarding assistive technology available to support disabled students in accessing the curriculum.</p>	<p>Disabled students are able to make use of assistive technology increasing their ability to successfully access the curriculum</p>	<p>SENDCo Headteacher</p>	<p>Disabled students are able to successfully access all areas of the curriculum that is responsive to their needs</p>
<p>Pupils with SEMH, including those with EBSA, are supported and can access the curriculum.</p>	<p>Continue to support pupils through ELSA and Draw Talking sessions by specially trained TAs.</p> <p>Further TAs ELSA trained through WELL project.</p> <p>Continue to use LEGO therapy to support children in breakout groups – look at extending this to include Getech LEGO Education.</p>	<p>Pupils with diverse needs are happy and confident coming to school and participating in the school curriculum.</p>	<p>SENDCo Headteacher</p>	<p>Pupils with diverse needs are happy and confident coming to school and participating in the school curriculum.</p>
<p>Disadvantaged pupils have equal access to the curriculum and extracurricular opportunities</p>	<p>Participation in Disadvantaged Provision Project – 25 with Mark Rowland.</p>	<p>All pupils have the same opportunities to access the curriculum, to achieve and to thrive at Dearham Primary School.</p>	<p>Headteacher</p>	<p>PP pupils achieve results in line with peers.</p>

IMPROVING THE PHYSICAL ACCESS AT DEARHAM PRIMARY SCHOOL 2024 - 2027

Target	Strategy	Outcome	Timeframe and people responsible	Achievement
Improve accessibility of the Sensory Room by relocating it to the ground floor	Relocation of Sensory Room to the ground floor	Fully functioning Sensory Room on the ground floor which is equally accessible to all	12 months	Completed November 2024. Full access to Sensory room supports children with diverse SEND.
Improve playground facilities to meet the needs of all children including those with SEND	Add button and automation to open internal door between classrooms and toilet block.	A child in a wheelchair will be able to access the toilets independently.	18 months	Independence for all pupils in accessing toilet facilities.
Improve playground facilities to meet the needs of all children including those with SEND and visual impairments	Carry out a review of the different playground areas (include School Council) Investigate how this could be improved for all children, especially those with visual impairments and sensory needs. Plan, design and develop areas.	Playground is more appealing, interactive and accessible for all children.	24 months Head Teacher School Council Facilities manager	Inclusive learning environment for all pupils at break times.
Ensure all pupils and members of staff have equal access to rooms on the first and second floors	Installation of a lift from dining room to first floor (Learning Loft/Library), and second floor Rainbow Room and Staff Room.	All members of the Dearham Primary School community are able to access all parts of the building.	June 2027 Head Teacher Facilities manager	All areas of the school equally accessible by all.
Fire and emergency evacuation procedures to be in place for those with additional needs.	PEEPs to be developed for all students with additional needs including those with mobility difficulties and hearing/visual impairments.	Ongoing	Headteacher SENDCo and Facilities Manager	

	<p>General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.</p> <p>- Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.</p>			
<p>Visible Impairment Edge Identification</p>	<p>Ensure appropriate edges are marked with correct tape for visually impaired children and visitors are aware of edges and gaps</p>	<p>October 2025</p>	<p>Facilities Manager</p>	

IMPROVING WRITTEN ACCESS AT DEARHAM PRIMARY SCHOOL 2024 - 2027

TARGET	STRATEGY	OUTCOME	TIMEFRAME and people responsible	ACHIEVEMENT
Alternative methods of communication available for pupils who are non-verbal	Purchase of AAC (Augmentative and Alternative Communication) app such as Proloquo2 for iPads so that pupils who are non-verbal are able to communicate effectively.	Children who are non-verbal can communicate their and express themselves confidently and initiate conversations.	2 devices Term 1 2024 Review throughout the year and consider wider investment. Head Teacher	All pupils able to communicate.
All parents are able to access communication from the school and to complete paperwork, if needed.	Office support given to help parents who are illiterate to complete any required forms. Phone calls to these identified parents regarding important messages. Weekly newsletter to be summarised in an audio/video clip and posted on website. (Use of pupil digital leaders to complete this)	All parents are able to access important information from the school.	Office manager Headteacher Pupil digital leaders	All parents can access information sent home from school, including weekly newsletter, and feel part of the Dearham Primary School community.

<p>All pupils, including those with SEND and visual impairments are able to access the resources in school.</p>	<p>All pupils to have access to an iPad.</p> <p>'Text to speak/speak to text' to be enabled on all devices so that text can be read aloud for pupils.</p> <p>Independent use of read aloud function on Reading Plus to engage fully with reading programme</p>	<p>All pupils are able to access resources which are presented in a written format, regardless of their SEND needs or reading ability.</p>	<p>Class Teachers Deputy Head Term 1 2024</p>	<p>All pupils are confident and competent using technology to read aloud texts.</p>
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FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- SEND Governor
- Staff (teaching and support)/SENCo/heads of year
- Parents and carers
- Students/Academy council

The plan was approved on:

Date of Accessibility Plan: October 2024

Date for next Review: October 2027

Senior Member of staff responsible for the Plan: Tanya Peers

Governors and Committees responsible: LGB PEF and QoE

FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE CURRICULUM ACCESS AT FLIMBY PRIMARY SCHOOL**

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Ensure PE activities are accessible by all, including activities that can be participated in by wheelchair users.	Liaise with outside agencies as required for any adaptations needed for individual students	PE curriculum is adapted to meet the needs of all students	PE Leader (LS)/ SENDCo(LH)	All students, regardless of disability, can take part in PE lessons
Develop use of assistive technology that is available to support children with disabilities accessing the curriculum	Staff training regarding assistive technology available to support disabled students in accessing the curriculum	Disabled students are able to make use of assistive technology increasing their ability to successfully access the curriculum	Reviewed Annually SENDCo (LH) Computing Lead (RD)	Disabled students are able to successfully access all areas of the curriculum
To develop a sensory inclusive space for children who become unregulated / overwhelmed	To explore the possibility of creating a space where students would be able to experience the opportunity to reduce sensory overload	Students are able to access the full curriculum without feeling overwhelmed	Headteacher (TP) SENDCo (LH)	Children who experience sensory overload have good attendance and access the full curriculum

FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE PHYSICAL ACCESS AT FLIMBY PRIMARY SCHOOL**

Item	Activity	Timescale	Cost £	Responsibility
Ramp for disabled access	Ramp to be installed for access into the Infant classrooms	September 2024	£12,000 may be able to recuperate some costs from LA)	LB / CH / TP
Accessible doorways for wheelchair access	Meeting with OHT to discuss needs regarding wheelchair access into door thresholds. Thresholds to be installed.	December 2024	£unknown	LB / CH / TP / LH
Storage, charging and access for electric wheelchair	Once the ramp has been installed we will need to consider where the wheelchair will be stored before and after school.	December 2024	£0	LH / SP / TP
Adapting classrooms for accessibility	Considering the needs of the child as they move through school and how classrooms may need to be adapted.	Sept 2024 – Aug 2027	£unknown	All teachers
Adaptations to KS2 toilets	Addition of handle / grabrails in cubicles	August 2025	£unknown	LH/ CH

FLIMBY PRIMARY SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT FLIMBY PRIMARY SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Providing paper and / or electronic copies of children's IEPs	Giving parent logins for Provision Map at review meetings and checking access. If parents choose not to access electronically we will provide paper copies.	Parents / carers are aware of current targets for their child	Reviewed every term	
To continue to improve parental/ carer knowledge and understanding of additional needs	Items to be added to Newsletter/ Facebook/ emails where appropriate. Professional workshops to be delivered in school with handouts.	Parents are better informed about additional needs and disabilities.	Ongoing Half Termly	
Writing accessible social posts	Use under 25 words per sentence and avoid large chunks of text. Simplify messages aiming for an average reading age of 9 years old. Use line breaks to make it clearer to read. Avoid using bold, italicised or capitalised text. Avoid using symbols as substitutes for words and messages.	Parents / carers will find information quicker and easier to read. Easier for text to speech reading software to interpret.	Ongoing	

KIRKBY THORE PRIMARY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H and S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on:

Date of Accessibility Plan: September 2024

Date for next Review: September 2027

Senior Member of staff responsible for the Plan: Jen Robinson

Governors and Committees responsible: LGB PEF and QoE

KIRKBY THORE PRIMARY SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE CURRICULUM ACCESS AT KIRKBY THORE PRIMARY SCHOOL**

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Review TA deployment	Identify pupils with SEND/ SEAL/ emotional and well being needs as well as monitoring list of those requiring targeted general support.	All staff timetabled to deliver specific interventions.	Summer 2024 Reviewed Annually Headteacher SENCo	Children who need individual adult support will make accelerated progress.
All out-of-school and extracurricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extracurricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Summer 2024 Reviewed annually Headteacher	Access to all school activities for all pupils
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	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Autumn 2024 Headteacher	Improved access to curriculum and maximum efficiency of learning time
EYFS outdoor area tidied and rationalised to promote independent and purposeful outdoor learning across the curriculum	Hire skip and throw out any damaged/old/surplus equipment. Move shed to improve visibility and supervision.	Children play safely and purposefully in an attractive and well laid out space.	Autumn 2024 Headteacher	Improved access and outcomes for EYFS and KS1 outdoor curriculum.

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<p>Training for staff in scaffolding and identified support for pupils with SEND in the classroom to ensure access to the whole curriculum.</p>	<p>SEND review Trust-wide and regular sharing of good practice. 5 a day cpd and implementation. Classroom observations followed by training in scaffold supports. Review of old IEPs and agreed reformat to ensure targets are SMART and that the child is clearly at the centre of what is being done.</p>	<p>IEPs include information regarding how pupils learn and the steps to ensuring wellbeing for these vulnerable pupils. IEP moderation shows progress for pupils in all targets and evidence in assessment outcomes SEND children observed accessing the curriculum alongside peers with additional scaffolds (including knowledge organisers)</p>	<p>Summer 2024 Headteacher Sarah Marchant</p>	<p>Pupil IEPs are a useful document which place the child at the very heart of the plan.</p>
<p>Training for staff in scaffolding support for pupils with SEND in the classroom to ensure access to the whole curriculum.</p>	<p>EEF Five-a-day training Ordinary inclusive practice assessment and review Updated WAF local offer and EH processes guidance</p>	<p>Staff familiar with, and follow, Ordinary Inclusive Practise. They understand the WAF local offer and EH processes.</p>	<p>Spring 2025 Headteacher</p>	<p>Inclusive education with all pupils accessing the curriculum.</p>
<p>Training for all staff in teaching children with a hearing impairment.</p>	<p>Hearing Impaired Service to lead training general understanding of the needs of a hearing impaired child.</p>	<p>All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.</p>	<p>Summer 2025</p>	<p>Hearing impaired child is successfully included in all aspects of school life.</p>
<p>Availability of written material in alternative formats</p>	<p>The school will make sure that information is available in writing and through face to face.</p>	<p>The school will seek support with translation or other conversion should it be required.</p>	<p>Ongoing</p>	<p>Delivery of information to disabled pupils improved</p>

KIRKBY THORE PRIMARY ACCESSIBILITY PLAN 2024 - 2027IMPROVING THE PHYSICAL ACCESS AT KIRKBY THORE PRIMARY SCHOOL

TARGET	STRATEGY	OUTCOME	TIMEFRAME and WHO RESPONSIBLE	ACHIEVEMENT
To make outside areas accessible for all	There is already a ramp to the main entrance, a step free door to the playground from EYFS room and a gate to the playground. Adapting the exits onto the playground from the other classrooms would increase accessibility. This would require some small ramp adaptations. In the meantime, should a student require step free access classroom locations may need to be swapped, or, the existing roll up ramp can be used.	All children having the same access and egress to and from the classrooms.	Summer 2025	Child with physical needs which require step free access being successfully included.
To improve toilet access for younger children who are not yet fully toilet trained / have additional needs.	Explore improvements to existing provision by creation of new central early years toilet. Drainage remains from old toilet block that was removed and is now dead space.	Improved toilet access for younger children so that they do not need to walk down a corridor to get a toilet which is more suitable for older pupils.	Ongoing Headteacher	Creation of purpose built EYFS toilets within EYFS classroom.
Fire and emergency evacuation procedures to be in place for those with additional needs.	Regularly review the escape strategy, management controls and staff training needed as appropriate.	Ensure all staff are aware of procedures for emergency evacuation for those with additional needs.	Spring term 2025 Regularly review.	Bespoke potential plan created for pupils with needs.

		Bespoke plan created for pupils with needs.	Business Manager/ Fire Warden/ SENDCo	
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KIRKBY THORE PRIMARY SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT KIRKBY THORE PRIMARY SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make sure that information is available in writing and through face to face.	The school will seek support with translation or other conversion should it be required.	Ongoing Headteacher Business Manager	Delivery of information to disabled/EAL pupils improved
To improve parental/ carer knowledge and understanding of additional needs and support on offer in local area/online	Items to be added to Newsletter/ Facebook/ emails where received from e.g. WAF, NSPCC, Barnardos	Parents are better informed about additional needs and disabilities.	Ongoing When received Headteacher Business Manager	Parents will be better prepared when talking to their children about additional needs and disabilities and will know how to access support.
Gather parents /carers feedback as to the quality of communication to seek their opinions as to how to improve.	Parental feedback regarding quality of communication.	School is more aware of the opinions of parents and acts upon this.	Spring Term Annually. Headteacher Busines Manager	Parental opinion is gathered and action taken appropriately.

QUEEN ELIZABETH GRAMMAR SCHOOL ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H and S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on:

Date of Accessibility Plan: January 2025

Date for next Review: January 2028

Senior Member of staff responsible for the Plan: Sue Denyer, Assistant Operations Manager

Governors and Committees responsible: LGB PEF and QoE

QUEEN ELIZABETH GRAMMAR SCHOOL ACCESSIBILITY PLAN 2024 - 2027IMPROVING THE CURRICULUM ACCESS AT QUEEN ELIZABETH GRAMMAR SCHOOL

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing throughout 2024-2027 SENCO	Children with ASD are successfully included in all aspects of school life.
Training for staff to deliver lessons which are responsive to diversity and the needs of students	Training and workshops for lesson planning which have high expectations of all students regardless of disability	Staff are confident in planning lessons which fully acknowledge and are responsive to diversity of students.	Ongoing as identified through need. Assistant Head – Teaching & Learning SENCO	The culture and ethos of the school is fully inclusive and all students whatever their disability are able to flourish within the curriculum.
Trips and activities are planned to ensure the participation of the whole range of students.	Review all trip provision to ensure compliance with legislation.	Activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	September 2025-2026 Assistant Head – EVC coordinator	Increase in access to all academy activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students.	Review and implement a preferred layout of furniture, technology and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	December 2026 SENDCO Deputy Headteacher	Increase in access to the Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of the school.	Whole school community aware of issues relating to Access	All staff within three months of starting. SENDCO	School community will benefit by a more inclusive environment

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Staff to remain familiar with technology that is available to assist disabled students in accessing the curriculum	Staff training regarding assistive technology available to support disabled students in accessing the curriculum	Disabled students are able to make use of assistive technology increasing their ability to successfully access the curriculum	Reviewed Annually SENCo	Disabled students are able to successfully access all areas of the curriculum that is responsive to their needs
Continue to ensure PE activities are accessible by all, including activities that do not need physical strength or fine motor skills	Liaise with outside agencies as required for any adaptations needed for individual students	PE curriculum is adapted to meet the needs of all students	SENCo HoD PE	All students, regardless of disability, can take part in PE lessons
Ensure school-based events are accessible for users	Organisers to be aware of needs. Ensure necessary adaptations are made	Students and parents can access all relevant events, increasing access to support and information	Event organiser	

QUEEN ELIZABETH GRAMMAR SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE PHYSICAL ACCESS AT QUEEN ELIZABETH GRAMMAR SCHOOL**

Item	Activity	Timescale	Cost £	Responsibility
Student access to practical lessons in science & DT	<ul style="list-style-type: none"> • Low level lab desk available for wheelchair access • Consider low level food preparation unit with cooking facility Consider low level unit containing sink, gas tap and electrical sockets to support access to students in wheelchairs	November 2026		Deputy Head & Facilities Team
Student & Visitor Access to Reception	<ul style="list-style-type: none"> • Full disabled access via motion sensor doors allows full access for disabled or wheelchair users. Lowered section on the wall & window permits visual interaction between receptionist and wheelchair users.	Ongoing		Facilities Team
Accessible toilet	Monitor via student council whether there are adequate numbers and in the required locations.	November 2025		Headteacher & Facilities team
Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> • Consider purchase of evac chairs for upper floors. • Need to regularly review the escape strategy, management controls and staff training needed as appropriate. • PEEPs to be developed for all students with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. • General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. • Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	Ongoing		SENCO & Operations Manager
Visible Impairment Edge Identification	<ul style="list-style-type: none"> • Ensure appropriate edges are marked with correct tape for visually impaired children and visitors are aware of edges and gaps 	October 2025		Facilities Team
Loop System	<ul style="list-style-type: none"> • Investigate loop system to reception and Main Hall to assist students and parents with hearing disabilities 	October 2025		Facilities Team

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<p>Access to Sixth Form for wheelchair users</p>	<ul style="list-style-type: none"> • Investigate safe access routes from main school site to sixth form buildings • Full disabled access via motion sensor doors allows full access for disabled or wheelchair users. 	<p>July 2025</p>		<p>Head of Sixth Form & Facilities Team</p>
<p>Accessible IT Room for wheelchair users</p>	<ul style="list-style-type: none"> • Identify ground floor room to be changed from classroom to IT suite – consider Room 1 & Room 14 	<p>September 2025</p>		<p>Facilities Team</p>

QUEEN ELIZABETH GRAMMAR SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT QUEEN ELIZABETH GRAMMAR SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing SENCO	Delivery of information to disabled students improved.
Make available school prospectus, 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.	All information available for all.	Ongoing SENCO	Delivery of academy information to parents and the local community improved.
Gather parents / carers feedback as to the quality of communication to seek their opinions as to how to improve.	Seek parents' feedback regarding quality of communication.	The school is more aware of the opinions of parents and acts on this.	December 2025 Headteacher	Parental opinion is gathered and action taken appropriately.
Review documentation with a view of ensuring accessibility for students with visual impairment.	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	School information available for all.	Autumn 2026 SEND	Delivery of academy information to students & parents with visual difficulties improved.

SETTLEBECK SCHOOL ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H&S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on: September 2022

Date of Accessibility Plan: September 2022

Date for next Review: September 2025

Senior Member of staff responsible for the Plan: Sarah Campbell

Governors and Committees responsible: LGB PEF and QoE

SETTLEBECK SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE CURRICULUM ACCESS AT SETTLEBECK SCHOOL**

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Annual training provided to all teaching and TA staffing who are identified in training audit	Hearing impaired child is successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Annual training provided to all teaching and TA staffing who are identified in training audit	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of students	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing on an annual basis	Increase in access to all school activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	Ongoing	Increase in access to the National Curriculum

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<p>Training for Awareness Raising of Disability Issues</p>	<p>Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of school.</p>	<p>Whole school community aware of issues relating to Access</p>	<p>Summer 2022</p>	<p>Society will benefit by a more inclusive school and social environment</p>
<p>Review TA deployment</p>	<p>In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.</p>	<p>Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.</p>	<p>Reviewed annually and on an ongoing basis weekly</p>	<p>Children who need individual adult support to participate in some activities have access to this support.</p>

SETTLEBECK SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE PHYSICAL ACCESS AT SETTLEBECK SCHOOL**

Item	Activity	Timescale	Cost £	Responsibility
Disabled parking bay(s) and signs	Needed to be repainted and signage erected by school office for access by parents of children with disabilities and parents who have disabilities	January 2022	£50.00	HT/Site Manager
Staircases	Colour-contrasted stair nosings and handrails to both sides of staircases where possible (the layout of the building is prohibitive in some instances)	Summer 2023	Quotes sought	HT/Site Manager
Provision of induction loops	Main Hall	Summer 2024	Quotes sought	HT/Site Manager
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	Summer 2025	Quotes sought	HT/Site Manager
Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> ▪ Regular training for staff in the use of evac chairs. ▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate. ▪ PEEPs to be developed for all students with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. ▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	Ongoing from September 2022	Quotes sought	HT/Site Manager
Improve acoustics for hearing impaired students.	Seek advice from SEN service to increase access for students with hearing impairments in some areas of school when refurbishing 12. classrooms etc.	Ongoing from September 2022	Quotes sought	HT/Site Manager
Improving the visual environment for students with visual impairments.	Incorporation of appropriate colour schemes when refurbishing classrooms seek advice from SEN Service and relevant students on appropriate colour schemes, glare reduction etc	Ongoing from September 2022	Quotes sought	HT/Site Manager

SETTLEBECK SCHOOL ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT SETTLEBECK SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled students improved
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	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Summer 2022	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for students with visual impairment	Get advice from Visually Impaired Specialist Advisory Teacher on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2023	Delivery of school information to students & 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.	Awareness of target group raised	2022/23	School is more effective in meeting the needs of students.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Ongoing	The school is able to move forward with electronic reporting to parents.

ST BEES VILLAGE SCHOOL PRIMARY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H and S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on:

Date of Accessibility Plan: Sept 2024

Date for next Review: Sept 2027

Senior Member of staff responsible for the Plan: Kate Davis, Headteacher

Governors and Committees responsible: Fiona Weightman
LGB PEF and QoE

ST BEES VILLAGE SCHOOL ACCESSIBILITY PLAN 2024 – 2027**IMPROVING THE CURRICULUM ACCESS AT ST BEES VILLAGE SCHOOL**

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
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	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	SENDCo and Pedagogy lead – termly environment walks	Increase in access to the National Curriculum
Improve the use of technology to support learning across the curriculum for pupils with SEND	Teachers to be given opportunities to watch outstanding practitioner use technology in lessons. Computing lead to be given training and opportunities to use technology within the curriculum and provide training to other staff	Lesson observations provide evidence of technology being used effectively across the curriculum.	Computing lead and SENDCo – July 2025	SEND pupils' learning is supported effectively through the use of technology and they make progress is evidenced in their work.
Lunchtime staff to have awareness of children with specific needs	Regular meetings with SLT to discuss identified issues with relevant training provided	All children have a safe and enjoyable lunchtime and have access to games led by play leaders	Beginning of each term or when a new child with needs joins school	Children who need individual adult support or additional equipment in order to participate have access to this support.

ST BEES VILLAGE SCHOOL ACCESSIBILITY PLAN 2024 – 2027**IMPROVING THE PHYSICAL ACCESS AT ST BEES VILLAGE SCHOOL**

Item	Activity	Timescale	Cost £	Responsibility
Establish a sensory room to support the mental and emotional well-being of children with SEND	Clear old head's office finding without cluttering other parts of school <ul style="list-style-type: none"> Decorate the room in school colours Purchase wall linings and sensory equipment for the room Fit new equipment ready for use by SEND children. 	July 2025	£5000	HT
Outside and inside Staircases	Colour-contrasted stair nosings and handrails to both sides of staircases where appropriate	January 2025	£100	Caretaker
KS1 classrooms	Key areas in classroom following advice from visual impairment team	August 2026 August 2027	£100	Caretaker
Whole school decoration	<ul style="list-style-type: none"> Colour contrast door frames, skirting boards and walls throughout school Timetable re-decoration of school on a rolling programme 	Infants – April 2025 Juniors – July 2025 Communal areas – September 2026	£20 000	HT/Caretaker
Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> Need to regularly review the escape strategy, management controls and staff training needed as appropriate. PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. 	Review termly	£300	Health & Safety Coordinator

	<ul style="list-style-type: none">• General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. <p>Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.</p>			
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ST BEES VILLAGE SCHOOL ACCESSIBILITY PLAN 2024 – 2027**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ST BEES VILLAGE SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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	The school will be able to provide written information in different formats when required for individual purposes	July 2025	Delivery of information to disabled pupils improved
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	All school information available for all	September 2025	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 Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	April 2025	Delivery of school information to pupils & parents with visual difficulties improved.

THORNHILL PRIMARY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- Governor H and S Committee lead
- Staff (teaching and support)
- Parents and carers

The plan was approved on:

Date of Accessibility Plan: September 2024

Date for next Review: September 2027

Senior Member of staff responsible for the Plan: Georgina Mawson, Head Teacher

Governors and Committees responsible: All Governors
LGB PEF and QoE

THORNHILL PRIMARY ACCESSIBILITY PLAN 2024 - 2027IMPROVING THE CURRICULUM ACCESS AT THORNHILL PRIMARY SCHOOL

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Expanding the management of SEND to allow for shared knowledge and succession planning	<ul style="list-style-type: none"> • Shared SEND resources across Trust using Share point. • Shared One Drive folders allowing all staff to contribute and upload documents and work on them in real time. • Pupil Passports for pupils on the SEND register saved in the Staff Share Drive so all staff have access. Pupil Passports to be shared with parents and reviewed every term. • NPQ SENCo training for an additional teacher to grow the capacity of the SENCo support. 	<ul style="list-style-type: none"> • Growth of the SENCo Team on site to ensure good support is available at all times. • Workload of the SENCos is manageable. • Identification of SEN throughout the school is good. • Support is put in place timely, ensuring all pupils receive the support they need. 	Senior leaders & SENCo Started in September 2024.	As a minimum, one key person for SEND will be on site all the time.
Training for staff in Adaptive Teaching for pupils with SEND in the classroom to ensure access to the whole curriculum.	<ul style="list-style-type: none"> • Training for staff. • Modelling of good practice across school by staff. • SEND regularly on the agenda of staff meetings. 	<ul style="list-style-type: none"> • SEND children observed accessing the curriculum alongside peers with adaptive teaching. 	SENCo Senior Leaders On-going	Improved self-regulation and progress for SEND pupils.

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	<ul style="list-style-type: none"> • SEND regularly on Senior Leadership Team meetings. • INSET. 	<ul style="list-style-type: none"> • Pupils with SEND are making progress. 		
All trips, visits and extra-curricular activities are planned to ensure the participation of all pupils.	<ul style="list-style-type: none"> • Trips/ visits coordinator to work across the schools to support planning for all students and inclusivity. 	<ul style="list-style-type: none"> • All pupils included in trips/ visits as reflected in risk assessments. • Improved Cultural Capital in school. • Yearly overview produced of Cultural Capital opportunities. 	SENCo/Head Teacher 2024-2025	Improved access to wider opportunities for SEND pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	<ul style="list-style-type: none"> • Design of classrooms discussed and developed as part of INSET time. • Sensory resources visible and available in all classrooms for pupils. 	<ul style="list-style-type: none"> • Pupils are able to freely access resources to self-regulate. • Pupils are regulated more often than not. • Pupils are able to access the curriculum more. 	Senior Leaders & Teachers through Appraisal Projects Ongoing from Sep 2024	Improved self-regulation and progress for SEND pupils.
Introduction of a new IEP format called Pupil Passports providing a one-page overview on how to best support individual pupils, along with their SEND targets.	<ul style="list-style-type: none"> • Pupil Passport format introduced in Sep 2024 and shared with staff for the use in school. • Targets reviewed termly and shared with parents. 	<ul style="list-style-type: none"> • The Pupil Passports provide current targets for individual pupils and how they learn best and what they find difficult. • Improved staff knowledge of pupil's needs. • Targets are reviewed termly and new targets are set to ensure progress. 	SENCo & Teachers In use from Sept 2024	Pupil Passports are a current document which can be used to ensure progress and that each pupils needs are being met.

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<p>Training to support pupils with communication & language difficulties is embedded in classroom practice throughout school.</p>	<ul style="list-style-type: none"> • Makaton Training attended by staff across school. • Makaton used consistently across school and evident in daily practice. • Consistent visuals used across school in every classroom. 	<ul style="list-style-type: none"> • Pupils and staff communicate using Makaton. • Pupils with communication difficulties are able to communicate with staff and peers. 	<p>SENCo 2024-2025</p>	<p>Staff are using Makaton across school to support pupils with communication difficulties.</p>
<p>Review support staff deployment to ensure all pupils needs are being supported.</p>	<ul style="list-style-type: none"> • Produce a Provision Map for all pupils with SEND. • Produce an Intervention Map for across the school. • Create timetables for all support staff to state when they are supporting pupils. 	<ul style="list-style-type: none"> • Adult support is available during key times that individual children may need support. • Targeted interventions are planned and being delivered. • Pupils needs are being met. • Pupils with SEND are making progressing. • All pupils are accessing the curriculum. 	<p>Head Teacher Ongoing</p>	<p>All pupils needs are being met and are making progress.</p>
<p>A new space identified and the Sensory Room developed to meet the needs of pupils.</p>	<ul style="list-style-type: none"> • A new room identified to develop into a Sensory Room. • Timetabled sessions for pupils to access the Sensory Room. • New resources purchased. 	<ul style="list-style-type: none"> • Needs of pupils are met. • Pupils are able to regulate. • Pupils are able to access the curriculum. • Pupils do not have sensory overload. 	<p>SENCo 2024-2025</p>	<p>All pupils have a above average attendance and access the full curriculum.</p>
<p>Wellbeing garden developed as a space for pupils.</p>	<ul style="list-style-type: none"> • Middle quadrant developed as a Wellbeing Garden for pupils to access during the day/break/lunches. • Quiet space as an alternative space for pupils. • Sessions timetabled for pupils in the Wellbeing Garden. 	<ul style="list-style-type: none"> • Pupils have access to a wellbeing space during the school day. • Pupils are having time for low stimulation opportunities (break/lunch) 	<p>SENCo In place 2024-2025</p>	<p>All pupils have the opportunity to access a quiet space alternative at breaks/lunches.</p>

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| | | <ul style="list-style-type: none">• Pupils are not overstimulated. | | |
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THORNHILL PRIMARY ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE PHYSICAL ACCESS AT THORNHILL PRIMARY**

Item	Activity	Timescale	Cost £	Responsibility
Disabled Toilet.	Disabled toilet for visitors/staff/pupils.	2026-2027	Unknown	Headteacher/ Business Manager
Accessible/Changing Facilities.	Adequate provision for younger children who are not yet toilet trained / have additional needs.	2026-2027	Unknown	Headteacher/ Business Manager
Classrooms and routes within school are clear.	Remove all surplus furniture from routes within school.	2024-2025	N/A	Head Teacher/Site Technician
Ensure that access into school is open to all.	Ensure all ramps and steps are kept free from clutter.	2025-2026	N/A	Head Teacher/Site Technician

THORNHILL PRIMARY ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT THORNHILL PRIMARY**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
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, including EAL.	All school information available for all.	2025-2026	Delivery of school information to parents and the local community improved.
Regular survey for parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	annually	Parental opinion is surveyed and action taken appropriately.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Makaton Level 1 & 2 Training attended by staff.	Communication improved across school.	Ongoing from 2024-2025	School is more effective in communicating to include all pupils.
To improve parental/ carer knowledge and understanding of additional needs and support/services in the local area that they can access.	Items to be added to weekly Family Newsletter and Class Dojo where appropriate to inform parent/carers.	Parents are better informed about services and support available to them in the local area that they can attend.	Ongoing from 2024-2025	Parents will be better supported by accessing services and support groups to meet to needs of their child with SEND.

WEST LAKES ACADEMY'S ACCESSIBILITY PLAN

In drawing up this Accessibility Plan, the following were consulted:

- SEND Governor
- Staff (teaching and support)/SENCo/heads of year
- Parents and carers
- Students/Academy council

The plan was approved on:

Date of Accessibility Plan: September 2024

Date for next Review: September 2027

Senior Member of staff responsible for the Plan: Headteacher

Governors and Committees responsible: LGB PEF and QoE

WEST LAKES ACADEMY ACCESSIBILITY PLAN 2024 - 2027

IMPROVING THE CURRICULUM ACCESS AT WEST LAKES ACADEMY

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies. Sessions with LA specialists – drop in sessions after academy day.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing throughout 2024-2027 SENCo	Children with ASD are successfully included in all aspects of academy life.
To develop a sensory inclusive space for those students whose disabilities leave them overwhelmed when faced with long periods of exposure to full academy life	To explore the possibility of creating or re-developing a space where students would be able to experience the opportunity to reduce sensory overload	Students are able to access the full curriculum without feeling overloaded by the pace of academy life	March 2025 Principal SENCo Facilities Manager	Children who experience sensory overload due to a disability have above average attendance and access the full curriculum
Training for staff to deliver lessons which are responsive to diversity and the needs of students	Training and workshops for lesson planning which have high expectations of all students regardless of disability	Staff are confident in planning lessons which fully acknowledge and are responsive to diversity of students.	Ongoing as identified through need. Vice Principal – SEND SENCO	The culture and ethos of the academy is fully inclusive and all students whatever their disability are able to access the curriculum

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All out-of-academy and extra-curricular activities are planned to ensure the participation of the whole range of students.	Review all out-of-academy and extra-curricular provision to ensure compliance with legislation.	All out-of-academy and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	September 2025-2026 Assistant Head – SEND EVC coordinator	Increase in access to all academy activities for all disabled students
Classrooms are optimally organised to promote the participation and independence of all students.	Review and implement a preferred layout of furniture, technology and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual students	December 2026 Assistant Head – SEND	Increase in access to the Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students and parents. Discuss perception of issues with staff to determine the current status of academy.	Whole academy community aware of issues relating to Access	All staff within three months of starting. Assistant Head – SEND	Society will benefit by a more inclusive academy and social environment
Review LSA deployment	Assign key workers to students Nurture groups during 1-1 time and at lunchtime LSAs to take part in PE.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually Assistant Head – SEND SENCo	Children who need individual adult support to participate in some activities have access to this support.
Staff to remain familiar with technology that is available to assist disabled students in accessing the curriculum	Staff training regarding assistive technology available to support disabled students in accessing the curriculum	Disabled students are able to make use of assistive technology increasing their ability to successfully access the curriculum	Reviewed Annually SENCo Digital Innovator	Disabled students are able to successfully access all areas of the curriculum that is responsive to their needs
Continue to ensure PE activities are accessible by all, including activities	Liaise with outside agencies as required for	PE curriculum is adapted to meet the needs of all students	SENCo HoD PE	All students, regardless of disability, can take part in PE lessons

that do not need physical strength or fine motor skills	any adaptations needed for individual students			
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WEST LAKES ACADEMY ACCESSIBILITY PLAN 2024 - 2027**IMPROVING THE PHYSICAL ACCESS AT WEST LAKES ACADEMY**

Item	Activity	Timescale	Cost £	Responsibility
Dropped kerbs either side of main vehicle entrance.	Dropped kerbs are in place at all pedestrian walkways. Monitor and implement dropped kerbs if any changes to pedestrian walkways are made.	2025-26		Facilities Manager
Student access to practical science.	<ul style="list-style-type: none"> • Rise and fall lab desk available for wheelchair access • Consider lower level unit containing sink, gas tap and electrical sockets to support access to students in wheelchairs 	November 2026		Assistant Head – SEND & Facilities Manager
Access to Reception	<ul style="list-style-type: none"> • Full disabled access via motion sensor doors allows full access for disabled or wheelchair users. • Lowered section on the desking permits visual interaction between receptionist and wheelchair users. • Monitor via Receptionists of any access issues particularly around potential hearing disability issues 	Ongoing		Assistant Head – SEND
Accessible toilet	Monitor via student council and parents' voice whether there are adequate numbers and in the required locations.	November 2025		Assistant Head – SEND
Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> • Regular training for staff in the use of evac chairs. • Need to regularly review the escape strategy, management controls and staff training needed as appropriate. • PEEPs to be developed for all students with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. • General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. 	Ongoing		Assistant Head – SEND & Facilities Manager

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	<ul style="list-style-type: none"> • Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 			
Visible Impairment Edge Identification	<ul style="list-style-type: none"> • Ensure appropriate edges are marked with correct tape for visually impaired children and visitors are aware of edges and gaps 	October 2025		Facilities Manager
Loop System	<ul style="list-style-type: none"> • Investigate loop system to reception and Performance Hall to assist students and parents with hearing disabilities 	October 2025		Facilities Manager

WEST LAKES ACADEMY ACCESSIBILITY PLAN 2024 - 2027

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT WEST LAKES ACADEMY

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The academy will make itself aware of the services available through the LA for converting written information into alternative formats.	The academy will be able to provide written information in different formats when required for individual purposes.	Ongoing Assistant Head – SEND	Delivery of information to disabled students improved.
Make available academy brochures, academy newsletters and other information for parents in alternative formats.	Review all current academy publications and promote the availability in different formats for those that require it.	All academy information available for all.	Ongoing Assistant Head – SEND	Delivery of academy information to parents and the local community improved.
Gather parents / carers feedback as to the quality of communication to seek their opinions as to how to improve.	Seek parents' feedback regarding quality of communication.	Academy is more aware of the opinions of parents and acts on this.	December 2025 Principal	Parental opinion is gathered and action taken appropriately.
Review documentation with a view of ensuring accessibility for students with visual impairment.	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All academy information available for all.	Autumn 2026 Assistant Head – SEND	Delivery of academy information to students & parents with visual difficulties improved.