Lincolnshire Gateway
Academies Trust

Accessibility Plan

Date reviewed:	**September 2025**	
Approved by:	**CEO**	**September 2025**
Next review due by:	**September 2028**	

For Office Use Only:

Policy Version: 3.0

To make changes to this policy, please email admin@lincolnshiregateway.co.uk.

1. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Academy Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

2. This Academy Accessibility Plan has been drawn up based upon information from our self-evaluation and suitability plan audit, and in conjunction with pupils, parents, staff and Governors of the Academy. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan was updated in December 2012 to reflect new statutory requirements for the setting of Equality Objectives.

3. This Accessibility Plan is structured to complement and support the Academy's Equality Objectives, and will similarly be published on the Academy website. Governors, with external advice, will monitor the Academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

4. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each Academy.

5. The LGAT Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to each Academy in a given timeframe. In addition, it anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

    - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils; (If an Academy fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the Academy such as participation in after-Academy clubs, leisure and cultural activities or Academy visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

    - improve access to the **physical environment** of each Academy, adding specialist facilities as necessary - this covers improvements to the physical environment of each Academy and physical aids to access education within a reasonable timeframe;

    - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about each Academy and Academy events; the information should be made available in various preferred formats within a reasonable timeframe.

6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

7. Whole-Academy training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

8. The Accessibility Plan should be read in conjunction with the following Academy policies, strategies and documents:

    - Curriculum Policy
    - Equality Objectives
    - CPD Policy
    - Health & Safety Policy (including off-site safety)
    - Special Educational Needs Policy
    - Behaviour Procedures
    - Academy Business Plan
    - Asset Management Plan / Suitability Survey
    - Academy Brochure

9. The Accessibility Plan for physical accessibility relates to the Access Audit of each Academy. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by each Academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

10. Equality Impact Assessments will be undertaken as and when policies are reviewed.

11. The Accessibility Plan will be published on each Academy's website.

12. Each Academy will work in partnership with appropriate external agencies in developing and implementing this Accessibility Plan.

Self-Audit – Accessibility

	Louth Academy Lower			Louth Academy Upper			Tollbar Academy			Cleethorpes Academy			Kirton Academy			Somercotes Academy		
Curriculum:	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	✓			✓			✓			✓			✓			✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓			✓			✓			✓			✓			✓		
Are your classrooms optimally organised for disabled pupils?		✓			✓			✓			✓			✓			✓	
Do lessons provide opportunities for all pupils to achieve?	✓			✓			✓			✓			✓			✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✓			✓			✓			✓			✓			✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓			✓			✓			✓			✓			✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓			✓			✓			✓			✓			✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓			✓			✓			✓			✓			✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		✓			✓			✓			✓			✓			✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓			✓			✓			✓			✓			✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓			✓			✓			✓			✓			✓		
Are there high expectations of all pupils?	✓			✓			✓			✓			✓			✓		
Do staff seek to remove all barriers to learning and participation?	✓			✓			✓			✓			✓			✓		

	Louth Academy Lower			Louth Academy Upper			Waltham Toll Bar Academy			Cleethorpes Academy			Kirton Academy			Somercotes Academy		
Physical surroundings:	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		✓			✓			✓		✓			✓				✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓		✓				✓		✓				✓			✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓			✓			✓			✓			✓			✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		✓			✓			✓			✓			✓			✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			✓			✓		✓			✓			✓				✓
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓			✓			✓			✓			✓			✓
Are areas to which pupils should have access well lit?	✓			✓			✓			✓			✓			✓		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?		✓		✓				✓			✓			✓			✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓			✓			✓			✓			✓			✓		

	Louth Academy Lower			Louth Academy Upper			Waltham Toll Bar Academy			Cleethorpes Academy			Kirton Academy			Somercotes Academy		
Access to the written word	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**	**Yes**	**Some**	**No**
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓			✓			✓			✓			✓			✓	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	✓			✓			✓			✓			✓			✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓			✓			✓			✓			✓			✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			✓			✓			✓			✓			✓		

The audit will identify any difficulties on the site, which may be addressed over the coming years, funds being available.

Main points in our plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all students who have been allocated a place at a constituent academy within Lincolnshire Gateway Academies Trust.

- The identification of barriers to participation in all areas of academy life is a priority and where necessary, adjustments will be made to the curriculum and teaching methods.

- Individual subject areas are responsible for accessing each academy's Intranet/MIS System.Net for SEN data stored there, making appropriate use of information provided by the Special Needs Department and identifying probable areas within their subject where pupils could experience difficulties. The annual development plan may include a component which considers how the curriculum will be adapted to meet the identified needs of pupils who will be taught in the coming academic year. Reference will be made to LA/national resources and guidance and the learning support team will communicate when new support material becomes available.

- Departments should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management systems.

- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

- All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of individual academy sites, which contains steps, all refurbishment will be undertaken with the intention of improving access for disabled students. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money. Where a risk assessment has been undertaken, relating to a student with a disability, subject staff should implement the recommendations within their own teaching environment.

Access to written information:

- Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the Special Needs Department, who will become responsible for distribution to the academy staff. All relevant information will be collated in each academy's database of pupil needs and kept available for staff evaluation.

- The Special Needs Department will communicate individual requirements for enhanced scripts to Curriculum Leaders to enable them to produce material for a specific student.

- Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.

- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate.

- The use of whiteboards and projectors must be considered in the context of students disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working.

Action Plan for improving accessibility 2025 - 2028

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Access to the curriculum				
Information about pupils' accessibility	Update information set up by SEN department to collate and distribute information regarding pupils with identified disabilities	In September at the beginning of each academic year	SENCO	Information available and used by teaching and support staff
Barriers within subjects	Identify if barriers exist and ensure that wherever possible development plans identify necessary actions	In September each academic year	Curriculum Leaders Pastoral Managers SLT	Development plans contain elements to tackle specific issues related to disability
Links with external agencies	Develop links with external agencies who work with disabled students	Ongoing as required	SENCO/Vice Principal	Increased awareness of what each external agency can do to support our students
Increased staff awareness	Empower staff to deal with students appropriately	Each academic year as appropriate	SENCO/Vice Principal	Staff are confident with their ability to teach identified students effectively
Review provision within music, performing arts and PE	Ensure these subjects provide access for identified students	In September each academic year	Heads of Curriculum.	Areas of difficulty identified for inclusion in action plan
Trips	Review accessibility for identified students on trips	As required	Curriculum leaders	Procedures reviewed for planning trips to ensure accessibility issues considered

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Access to the physical environment				
Steps	Work in conjunction with Site manager to identify problem steps and introduce ramps where appropriate	Ongoing	Facilities Management Team Principal Vice Principal SENCO	Provide ramps or similar access solution in identified areas
Painting/decor	Where this is undertaken, consideration to be given to sight impaired students.	Ongoing	Facilities Management Team/SENCO	Contrasting colours may be used following SENDIST guidance
Changing rooms	New provision to be adaptive to probable needs	Ongoing	Facilities Management Team	The exact nature of the requirements are dependent on the provision being upgraded
Evacuation procedures	Review of procedures	September each academic year	Principal Vice Principal Facilities Management Team SENCO	Review of needs of students at each academy and what they do during emergency situations
Lighting of entrances	If appropriate	As required	Facilities Management Team	Consideration of the type of replacement lights purchased
Appropriate furniture	As guided by statement	As required	SENCo	Ensure identified needs are met
Wheelchairs	Site survey to identify accessible rooms. Adapt curriculum rooms to enable wheelchair access.	As required	Facilities Management Team Principal	All students, including wheelchair users can access all subject areas.
Site/grounds	Level outside spaces to improve access around the site.	On-going	Facilities Management Team	Grounds are judged to be suitable for all students, including those with visual impairment.

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Access to written information				
Enlarged print	Clarify systems for informing the individual subject teachers of the specific needs of identified students. Inform staff of procedures	Each September and ongoing throughout the year.	Head of Subject Subject Teachers	Students receive appropriate enlarged print for lessons
Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils with specific needs	As need arises	All teaching staff	Students to be using appropriate ICT equipment Staff to be aware of how students can use ICT to support their learning