



Accessibility Policy and Plan

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STATEMENT OF INTENT

Lostock Hall Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. The school is active in promoting an inclusive positive environment by ensuring that every student is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, students, parents/carers and visitors.

LEGAL FRAMEWORK

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to national guidance including, but not limited to, the following:

‘The Equality Act 2010 and schools’, DFE (2014)

This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Improvement Plan

DEFINITION

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against students because of sex, race, disability, sexual orientation, religion or belief.

ROLES AND RESPONSIBILITIES

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The Principal, in conjunction with the Board of Trustees, will create an Accessibility Plan with the intention of improving the school's accessibility.

The Board of Trustees will be responsible for monitoring the Accessibility Plan.

The full Board of Trustees will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any student, parent/carer or colleague.

The principal will ensure that staff members are aware of individual students' disabilities or medical conditions where necessary.

During a new student's induction at Lostock Hall Academy, the principal will establish whether the student has any disabilities or medical conditions which the school should be aware of.

The principal is responsible for consulting with relevant and reputable experts if challenging situations regarding students with disabilities are experienced.

The principal, Board of Trustees and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The special educational needs and disabilities coordinator (SENDCo) will work closely with the principal and Board of Trustees to ensure that students with special educational needs and disabilities (SEND) are appropriately supported.

All staff members and trustees will partake in whole school training on equality issues with reference to the Equality Act 2010.

Designated staff members will be trained to effectively support students with medical conditions, such as understanding how to administer insulin.

ACCESSIBILITY PLAN

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

Lostock Hall Academy's Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to students, staff, parents/carers and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in June 2026.

If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

Lostock Hall Academy will collaborate with the LA in order to effectively develop and implement the plan.

An access audit will be undertaken by the Board of Trustees and SENDCo every year.

The school will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to students with disabilities.

EQUAL OPPORTUNITIES

Lostock Hall Academy strives to ensure that all existing and potential students are given the same opportunities.

Lostock Hall Academy is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all students to reach their full potential and receive the support they need.

Lostock Hall Academy will ensure that all extra-curricular activities are accessible to all students. The school will make all reasonable adjustments to allow students with SEND to participate in all school activities.

ADMISSIONS

Lostock Hall Academy will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all students and potential students.

In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

Lostock Hall Academy will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school.

All students, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future students in order to facilitate advanced planning.

Prospective parents/carers of students with Educational Health and Care Plan (EHCP), and students with SEND, are invited to a transition meeting prior to the student starting the school in order to discuss the student's specific needs.

CURRICULUM

Lostock Hall Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs.

No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.

Lostock Hall Academy aims to provide an adapted curriculum to enable all students to feel secure and make progress.

The head of faculty for each subject and the SENDCo will work together to adapt a student's learning profile appropriately, with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons.

Where areas of the curriculum present particular challenges for a student, these are dealt with on an individual basis.

The class teacher, in discussion with the student and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

There are established procedures for the identification and support of students with SEND in place at the school.

Detailed student information on students with SEND are given to relevant staff in order to aid teaching, e.g. 'SEND Tracking Document'.

Specialist resources are available for students with visual impairments, such a large print reading books.

Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

PHYSICAL ENVIRONMENT

Lostock Hall Academy is committed to ensuring that all students, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

There are parts of Lostock Hall Academy that students with disabilities will have limited or no access to. One of the obvious problems that Lostock Hall Academy has in accommodating disabled students, in common with many other Schools of its type and age, is its layout and plan. The site consists of a number of buildings around a central open area with tennis courts and sports areas elsewhere on the site. The classrooms are over three floors and in associated single and two storey buildings throughout the site. There is no lift access.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Wide doors are fitted throughout the school to allow for wheelchair access.

MONITORING AND REVIEW

This policy will be reviewed every three years or when new legislation/guidance concerning equality and disability is published.

The Board of Trustees and principal will review the policy in collaboration with the SENDCo's support.

Equality impact assessments will be undertaken as and when school policies are reviewed.