



Accessibility Policy

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Aims

Academy's are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the academy to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

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

Lostock Hall Academy's Equality and Inclusion Principles

- a. Equality of Opportunity
- b. We are committed to ensuring that every individual has access to the same opportunities to learn, participate, develop and succeed, regardless of disability, race, sex, religion or belief, sexual orientation, or any other protected characteristic.
- c. Inclusion for All
- d. We foster a culture where everyone feels valued, respected and able to participate fully in all aspects of academy life. Inclusion is at the heart of our decision-making, policies and practices.
- e. Removing Barriers to Participation
- f. We actively identify and remove barriers that may place individuals at a disadvantage, ensuring equitable access to education, facilities, activities, information and opportunities.
- g. Reasonable Adjustments
- h. We are committed to making reasonable adjustments wherever practicable to meet individual needs and enable full participation in learning, academy activities and wider community life.
- i. 5. Respect for Individual Needs
- j. We recognise that individuals have different needs and circumstances. We will work collaboratively with students, families, staff and external agencies to provide appropriate support and promote positive outcomes.
- k. Accessible Learning and Information
- l. We will strive to ensure that teaching, learning resources, communication and information are accessible and responsive to the diverse needs of our community.
- m. High Expectations for Everyone
- n. We believe that every individual can achieve their potential when provided with appropriate support, encouragement and opportunities. We maintain high expectations for all members of our community.
- o. Inclusive Participation
- p. We are committed to ensuring that all students can access and participate in the full range of educational, enrichment and extracurricular opportunities available within the academy.
- q. Shared Responsibility

- r. Creating an inclusive environment is everyone's responsibility. Staff, trustees, students, parents and visitors are expected to contribute to a culture of equality, dignity and respect.
- s. Continuous Improvement
- t. We will regularly review our practices, listen to feedback and take proactive steps to improve accessibility, inclusion and equality across all areas of academy life.
- u. Dignity and Respect
- v. We treat all individuals with fairness, dignity and respect, promoting positive relationships and challenging discrimination, prejudice and exclusion wherever it occurs.
- w. Compliance and Accountability
- x. We will fulfil our responsibilities under equality, accessibility and disability legislation and hold ourselves accountable for promoting an environment in which everyone can thrive.

The accessibility plan will be made available online on the academy's website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan. In particular, Lostock Hall Academy works in partnership with the Local Authority and relevant external agencies to develop, review and implement its Accessibility Policy and Accessibility Plan. In line with the principles of the Equality Act 2010, the Academy is committed to eliminating discrimination, advancing equality of opportunity and making reasonable adjustments to ensure that disabled students can access education and participate fully in academy life. Reflecting the ambitions set out in the Education White Paper 2026 for a more inclusive and collaborative education system, the Academy works closely with the Local Authority to identify barriers to access, align accessibility strategies, secure appropriate support and resources, and ensure that students with disabilities and special educational needs receive the assistance necessary to achieve their full potential.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academy, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff, families, trustees and the Local Authority.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Academys are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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