



Accessibility Policy and Plan

Lytham St Annes High School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment

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Accessibility Plan

Statement of intent

Lytham St Annes High School is committed to taking all reasonable steps to avoid placing anyone at a substantial disadvantage. We work closely with staff, with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their working/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 for all within the school through data collection, parent questionnaires and discussions.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Medical Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

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 Equality Act 2010 means that schools cannot unlawfully discriminate against students because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

This policy must be adhered to by all staff members, students, parents and visitors.

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with the governing board, LA, Trust and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their disability.

3. The School Site

Lytham St Annes High School site consists of seven buildings: Ansdell, Newton, Holmes, Curie, Whittle, King and the Student Hub/Lennon (2 buildings joined at the first-floor level). All buildings are accessible. Fire doors are situated at strategic points on all corridors. Magnetic locks have been added to numerous doors and gates. The locks are released in the event of a fire drill. All outdoor areas are level and accessible. Furniture is moveable in all classrooms, workrooms, assembly hall and dining room and offices and there is an adjustable computer desk in the main computer rooms.

The school entrance is in the main (Ansdell) and largest of the school buildings. The entrance is level and is equipped with an automatic and accessible entrance with an accessible toilet, wide and well-lit corridors, toilet facilities for wheelchair users on all floors, a lift, a hygiene suite, dimmable lighting in classrooms and fire refuges for disabled users.

The sports building (Holmes) and the Whittle building are single storey with level entrances, accessible toilets, wide and well-lit corridors and dimmable lighting. Holmes also has an automatic entrance and a hygiene suite. Curie also has accessible toilets.

Curie and the Student Hub/Lennon also have lift access.

4. The Accessibility Audit

The governing board will undertake a 3 yearly Accessibility Audit. The audit will cover the following areas:

- **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access – the Accessibility Plan.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

The audit was undertaken during the autumn and spring term 2025-26 and completed in February 2026. The next audit is due autumn/spring 2028-29.

5. The Accessibility Plan

All of our students, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. We aim to reduce and eliminate barriers to the curriculum, limit and eliminate physical barriers to the accessibility of the whole school and provide a full and varied experience for students, staff and visitors with visible and hidden disabilities.

The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum
- To maintain the school's physical environment to enable full access to all users
- To improve the availability and delivery of written information to students, staff, parents and visitors with disabilities.

Timeframes may be provided for planned works, and it may not be feasible for all changes to happen within the lifespan of the Plan. A timeframe may be provided to roll forward into subsequent plans.

The School (and Trust) will provide adequate resources for implementing plans; ensuring students are sufficiently supported.

6. Equal Opportunities

The School strives to ensure that all existing and potential students are given the same opportunities.

The School is committed to developing a culture of inclusion, support and awareness.

Staff members are aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure each 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 to allow all students to reach their full potential and receive the support they need.

7. Admissions

The School will act in accordance with the Admissions Policy.

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

Prospective parents of students with SEND need have the opportunity to discuss an enhanced transition programme with the SENCO, in conjunction with other professionals, prior to their child transitioning to the School.

8. Monitoring and Review

This policy will be reviewed at least every three years or as and when new legislation or guidance relevant to the Policy is published.

ACCESSIBILITY PLAN

Improving access to the curriculum

Current good practice:

- Curriculum audit and review by Heads of Department and Senior Leadership Team (with support from SENCO as needed), through observations, learning walks, book looks, scrutiny etc., at least twice a year, with feedback provided.
- Teachers plan for adaptive teaching and deliberate practice, with formative and summative assessment embedded in both planning and practice
- Department meetings and planning time is embedded in directed time and/or gain time.
- Colleagues share good practice.
- There are established procedures for the identification and support of students with SEND in place at the school
- Within our school, teachers deliver lessons that are differentiated, varied in pace and content and suited to the needs of the students.
- All students follow a broad and balanced curriculum
- Academic progress is tracked for all students, including those with a disability.
- Teacher knowledge and understanding about disabilities is good, with continued CPD for all staff.
- Pupil passports for students with an EHCP or for specific higher need SEND students which outline specific areas of need, support strategies and targets for students. This is shared with teaching staff.
- Pupil voice is used for students with SEND to gather information about specific needs and support strategies on an individual basis.
- Targets are set using pupil passports which are regularly reviewed.
- Resources are tailored to the needs of students who require support to access the curriculum, for example large print reading books, enlarged worksheets, access to coloured overlays, specialist resources such as subject specific equipment for visually and hearing-impaired students.
- Wraparound pastoral care (form tutor and head of year) and additional, effective SEMH support provided.
- Educational activities are offered to all students in school, including those with SEND.
- Use of ICT resources to support specific curriculum areas e.g. literacy interventions.
- Classrooms are organised so that they promote the participation and independence of all students.
- Alternative learning environments provided for students with specific needs.
- Advice from outside agencies is followed, 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.
- Teaching Assistants are deployed to work primarily alongside the classroom teacher to support students with SEND, although will implement specific literacy, numeracy, speech and language and social skills programmes to suit the needs of students.
- Communication links promote positive parent-school relationships.

Suggested Improvements:

Issue	What	Who	When	Outcome	Review
Do schemes of learning provide all detail required for all staff to meet the needs of all students?	Medium Term Plans/Schemes of Learning reviewed regularly and strengthened to support all staff to meet the needs of all students	Assistant Heads – SEN and Curriculum	Summer 2026	All staff know how to ensure the curriculum is accessible to all	Twice Yearly
Do all key staff working with students know the plans for supporting all students?	Schemes of Learning/Medium term plans to be shared with support staff such as cover supervisors, TAs and HLTAs	Assistant Head SEN and SENCO	Autumn Term 2026	Key staff who support learning but who are not the class teacher have increased knowledge for leading sessions with students	Annually

Improving the physical environment

Current good practice:

- The school is committed to ensuring that all students, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- The school has accessible toilet facilities four buildings, suitable for people with disabilities, and two hygiene rooms and a mobile hoist/wash facility.
- Entrances to the school and buildings are flat (or have a graduated approach).
- All buildings and rooms are accessible.
- Disabled parking bays are provided near to the school entrance end of the car park.
- There is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds in classrooms.
- All floor spaces are kept uncluttered where possible.
- The plumbing, heating and air conditioning are regularly serviced and are not too noisy.
- Structured and supportive break time and lunchtime activities are available for students.

Suggested Improvements:

Issue	What	Who	When	Outcome	Review
All toilet facilities do not have automatic lighting	Install automatic lighting in all toilet facilities	Operations Manager	By Autumn Term 2028	All toilet facilities will have automatic lighting	At regular intervals throughout the plan to check progress
Visually impaired students (and others) may struggle to orientate themselves on site.	Yellow painted edges on pathways between grassed areas	Site Manager	By Autumn Term 2027	Improved wayfinding for the visually impaired	At regular intervals until the due date to check progress
Site staff do not receive specific training for responding to emergency calls to accessible toilet facilities	Provide specific training for site staff to respond to emergency calls	Operations Manager	By December 2026	Adequate training in place to respond to emergency calls in accessible toilets	Annually – to ensure training up to date

Making written information more accessible

Current good practice:

- Modification of materials in large print for students as required.
- Support from visual Impairment team for significant print increases for children with severe visual impairment needs.
- Regular communication, training and implementation of advice from outside agencies e.g. hearing and vision support services.
- Large print versions of all school information is available by request.
- Use of ICT resources to enlarge information and support learning.
- Use of coloured exercise books, worksheets and overlays for children with visual stress or dyslexia.
- Visual timetable available for specific students.

Suggested Improvements:

Issue	What	Who	When	Outcome	Review
Is website font, presentation, colour contrast etc suitable to support those with visual impairment?	Website and CMS generated code to be compatible with W3C accessibility recommendations	Assistant Head - Operations	Autumn Term 2028	Better website access and interaction for the visually impaired	
All materials produced by School for students, staff and visitors are not in dyslexic friendly fonts	Provide suitable font for use on all school generated documentation so this is dyslexic friendly	SENCO	Provided by summer 2026 for completion for all documents by Autumn Term 2028	Accessibility to all documentation for those with dyslexia	
Key school documents are not readily available in audio format	Identify key documentation and arrange for this to be recorded in audio format	Headteacher with key personnel	By summer 2027	Improved communication with all parts of school community	Annual review
Key school documents are not readily available in different languages	Identify key documentation and key languages and arrange for this to be printed	Headteacher with key personnel	By summer 2027	Improved communication with all parts of school community	Annual review