



**The Park Federation Academy Trust
Lake Farm Park Academy**

Equality and Accessibility Plan

Approval

Approved by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
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Section 1: Introduction

At Lake Farm Park Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We will offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. LFPA promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

- LFPA aims to be an inclusive academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Lake Farm Park Academy (LFPA) has a duty to carry out accessibility planning for disabled pupils.

Our academy's accessibility plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability

The Equality Act 200 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Section 2: Key Objectives

The school recognizes its duty under the Equality Act 2010 to not discriminate against a pupil or potential pupil by treating them less favourably than others.

The Accessibility Plan aims to ensure that:

- The Academy draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the academy.
- LFPA works with other federation academies.
- Disabled pupils have access to extended school provision.

The plan addresses improving access to:

- The physical environment
- Access to education, facilities and services
- Access to information usually provided in written form.

LFPA Equality and Accessibility Plan 2014-2017

Objective	Strategy	Outcome	Timescale/Who
To ensure all areas of the curriculum are accessible to all pupils.	Identify particular needs and what reasonable adjustments can be made to allow equality of opportunity Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the academy. Principal/SENDCo
To plan specific staff training depending on the impairments of any particular pupils who attend the academy.	Seek out specialist training according to needs of children who attend the school.	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the academy. Principal/SENDCo
To actively promote equality, including disability equality.	Promote through: <ul style="list-style-type: none"> • Staff CPD • PSHE lessons (linked to the Opening Minds competencies of diversity and emotional intelligence) • Assemblies. • Celebrating difference. 	Increased whole school awareness of equality and disability issues.	September 2014 onwards Head of School All adults
To ensure that Breakfast and After-school clubs are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Breakfast and After-school clubs and is accessible for all pupils.	Ongoing, as required. Principal SENDCo Extended School leaders Chief Operating Officer

To look at alternative ways of providing written material.	Investigate services available through the Local Authority or other providers for converting written information into alternative formats e.g. audio guides for the visually impaired.	If needed the school can provide information in alternative formats.	Principal SENDCo
To ensure that, upon opening of the academy, the physical environment is reviewed to ensure that it allows for equality of access for all.	Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).	The physical environment is reviewed, and reasonable adaptations made, according to the needs of individual children.	By July 2015, and then annually (or as necessary). Principal Chief Operating Officer SENDCo