



Accessibility Plan

Lake Farm Park Academy

2022- 2024

Approved by:

[Ms Harshindar Buttar]

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1. Aims

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

- Increase the extent to which all pupils including disabled pupils etc can participate in the curriculum
- Improve the physical environment of the school to enable all pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to all pupils regardless of ability including physical ability

Aims of Lake Farm Park Academy:

- to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- to ensure every pupil is able to meet his/her potential regardless of ability, background or need

The plan will be made available online on the school website, and paper copies are available upon request.

Our school 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 partnerships to develop and implement the plan; Lake Farm Park Academy is part of a Multi Academy Trust and utilises the partnership working this offers e.g. following the guidance of the Chief Operating Officer and Estates Manager to ensure our academy is accessible to all. Lake Farm Park Academy also accesses information as disseminated by the local authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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 the premises team and academy council.

2. 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. The Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>1. Increase access to the curriculum for all pupils taking into account their Special Needs</p>	<p>Our school offers the same curriculum for all pupils</p> <p>Our school offers an additional curriculum for pupils in our SRP</p> <p>We use resources scaffolded to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with a range of abilities including disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability and in the SRP</p>	<p>Director of Curriculum reviews accessibility to the curriculum to ensure this is always the case</p> <p>Each pupil has the resources he/she needs in order to access the lessons easily e.g. writing slopes, weighted cushion etc</p> <p>The curriculum contains reading and teaching material that includes reference to people with a range of disabilities</p> <p>All pupils make progress on par to each other</p>	<p>Director of Curriculum carries out termly 'deep dives' which involves a pupil voice and observations</p> <p>Vice Principal SRP/SENCo reviews the provision maps and IEPs of pupils and organises additional resources as needed</p> <p>Half Termly data checks include looking at performance of each group incl. those with disabilities</p> <p>Set up of additional resource room for pupils working on the SRP curriculum in KS2</p>	<p>Director of Curriculum</p> <p>Vice Principal SRP/SENCo</p> <p>Vice Principals of Key Stages 1 and 2</p>	<p>Ongoing – provision is reviewed informally on an ongoing basis; formally each term</p>	<p>Pupils can say the content learnt across a range of subjects.</p> <p>Pupils say they face no barriers to their learning</p> <p>Pupils do not report being given content that reflects lower expectations</p> <p>Lesson observations show that pupils have resources which mean they have no barrier to accessing the lesson.</p>

<p>2. Ensure the Digital Strategy is accessible to all</p>	<p>Each pupil in years 5 and 6 has their own chromebook-the strategy is in place. Pupils are able to borrow a laptop for the year to complete online homework too.</p>	<p>All pupils make progress on par to each other i.e. in depth learning by all pupils in each subject where the chromebook is used</p>	<p>Ensure pupils can access by checking fonts, typing skills. Know if additional functions are needed e.g. record into etc</p>	<p>Principal Vice Principals Director of the Digital Strategy Director of Curriculum</p>	<p>Ongoing – provision is reviewed informally on an ongoing basis; formally each term</p>	<p>Termly Curriculum Overviews signpost where pupils experience reference to others with different abilities All pupils make progress on par to each other</p>
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<p>3a. Improve and maintain access to the physical environment</p> <p>3b. Improve and maintain ability to leave site in the event of an emergency evacuation</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Carpeted classrooms to support acoustics for hearing impaired • Braille for rooms signage <p>Select staff have been trained</p>	<p>To always ensure that the site remains accessible to all pupils</p>	<p>Health and Safety walk of a different part of the academy is carried out. This walk must include a check on accessibility for anyone with any type of disability.</p> <p>During this check, a review of signage is undertaken to ensure it is large enough and at a height to be noted by all.</p> <p>Trip hazards identified during daily visual checks of the site</p> <p>Identified potential hazards</p> <p>Use external source to assist in evaluation of the site e.g. governor</p>	<p>Premises Team Health and Safety governor</p>	<p>Half Termly</p>	<p>Pupils and Adults report the academy is easily accessible</p>

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<p>5. Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • In print symbols • Key staff trained in Makaton signs 	<p>To be alert to the needs of our families and ensure we liaise with external agencies to meet their needs adequately e.g. Speech and Language therapist to support our pupils with speech needs</p>	<p>Vice Principal/ SENCo to ensure they keep up-to-date with resources that will assist in the understanding of information disseminated to all of our families</p> <p>Family, Pupil Liaison Officer to ensure she works with families who need her support e.g. parents who cannot read</p> <p>Half Termly Parent coffee mornings</p>	<p>Vice Principal SRP/SENCo</p> <p>Family, Pupil Liaison Officer</p>	<p>Ongoing – part of our practice</p>	<p>Families say that they are kept well informed on all matters</p>

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<p>6. Ensure that staff know how to use any specialist equipment</p>	<p>Use of the academy budget or a pupils' EHCP to fund specialist equipment e.g. special chairs, walking frames, lego for lego-therapy etc</p> <p>The academy makes good and effective use of external partners from the local authority's SENd team e.g. ASD advisory service, hearing impairment team, Occupational Therapist, Speech and Language therapist and Educational Psychologists etc.</p>	<p>To ensure that each relevant staff knows how to meet the needs of the pupil(s) they work with</p>	<p>Vice Principal SRP/SENCo to continue the regular work with the external services and liaise with colleagues in the academy to impart the advice given in a timely manner</p> <p>Budget is managed for a pupil to ensure that purchase of specialist equipment is made</p> <p>Vice Principal SRP/SENCo also oversee the training a member of staff has if he/she needs to carry out specific work / exercises with a pupil</p> <p>Vice Principal SRP/SENCo to disseminate good practice ideas gleaned from Borough Cluster meetings</p>	<p>Vice Principal SRP/SENCo</p>	<p>Ongoing</p>	<p>On review of every SEND pupil's provision, the advised resources are always in place; the advised provision is always in place.</p>

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<p>7. Ensure that relevant staff know how to meet the needs of a pupil with a specific medical condition</p>	<p>The welfare officer is proactive in ascertaining the full practice LFPA needs to implement to meet the needs of a pupil with a medical condition.</p>	<p>To ensure each relevant staff knows how to meet the medical needs of a pupil</p>	<p>Welfare officer continues to work regularly with external agencies to develop care plans and gain the most up-to-date advice for our pupils</p> <p>Train relevant staff to administer any medical care needed for a pupil with a specific condition</p>	<p>Welfare Officer</p>	<p>Ongoing</p>	<p>Medical needs of every pupil is met and in good time</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the principal and academy council.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy