



Accessibility Plan

Lord Grey Academy

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

Lord Grey Academy is committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short Term</p> <p>All staff are aware of the access needs of students with a hearing and visual impairment</p> <p>Student views impact on actions taken to improve access to learning</p> <p>Medium Term</p> <p>Curriculum resources ensure equality of access for all</p> <p>Curriculum resources reflect diverse needs</p>	<p>CPD to be provided for all teachers and support staff.</p> <p>CPD to be followed up with learning walks and audit to check provision is in place.</p> <p>Student voice to be gathered to check provision is in place.</p> <p>Curriculum audit to be undertaken to ensure all curriculum areas represent the diverse needs of people with disabilities and to ensure equality of access</p>	<p>SCA/HOF</p> <p>SCA/LT</p> <p>DCL/SCA</p> <p>SCA/HOF</p>	<p>1/4/22</p> <p>1/4/22</p> <p>1/4/22</p> <p>30/6/22</p>	<p>CPD has been completed. Strategies are in place in classrooms. Student voice shows that strategies are in place</p> <p>Curriculum resources represent diverse needs.</p> <p>All students have access to appropriate curriculum resources for their needs</p>

<p>Improve and maintain access to the physical environment</p>	<p>Lord Grey Academy is an old school with several different buildings. Where possible, the environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short Term</p> <p>Signage on site reflects needs of parents, visitors and students</p> <p>Site is maintained to ensure ease of access for VI/PD students</p> <p>Personal evacuation plans are in place for specific students where needed</p> <p>Medium Term</p> <p>HI students are independently aware of fire alarm</p>	<p>Audit to identify needs</p> <p>Actions identified</p> <p>Write personal evacuation plans</p> <p>Review fire drill practice through student voice</p> <p>Explore fire alarm options for HI students</p>	<p>DHW/Site</p> <p>DHW</p> <p>HMR</p> <p>SCA/DHW</p> <p>SCA/DWH</p>	<p>1/4/22</p> <p>Ongoing</p> <p>1/3/22</p> <p>1/2/22</p>	<p>Site reflects diverse needs in the school community</p> <p>Students with VI and PD feel safe on site</p> <p>HI students are independent and feel safe on site</p>
<p>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 • Radio aids 	<p>Short Term</p> <p>Staff in ILF are aware of the full range of accessibility tools when using IT</p> <p>All staff teaching students with HI can use radio aids effectively</p>	<p>CPD for staff in ILF</p> <p>CPD for teachers using radio aids</p>	<p>SCA</p> <p>SCA</p>	<p>1/5/22</p> <p>1/2/22</p>	<p>All staff in ILF use accessibility tools with students where appropriate.</p> <p>Radio aid use is effective for students.</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 governing board.

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

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				