Accessibility plan

Approved by:	Governing Board	**Date:**	November 2026
Next review due by:	October 2029		

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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. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication. At Lynch Hill Enterprise Academy, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender) and of maternity and pregnancy, religion and belief, and sexual identity.

All students are entitled to equality of education and opportunities, and to reach his or her full potential. We are committed to raising the aspirations and expectations for all students with SEN, including those identified as most able and/or who would benefit from aspiration-raising programmes. The SEND policy provides full details of the way that the school identifies, supports and monitors the needs of pupils with special educational needs. Primarily, we will regularly monitor, evaluate and modify strategies for students with additional needs to help them progress. Our Special Educational Needs and Disability Coordinator (SENDCO) will ensure that students with specific needs are appropriately supported at the correct level. As part of the process, the SENDCO and Head of Year will liaise closely with parents, ensuring that all students with special educational needs or disability flourish through a strong partnership between home and school.

Our building which opened in April 2017 offers full disabled access and facilities.

Equality Objectives

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. The school's Equality Objectives should be read in conjunction with the Accessibility Policy, the Equal Opportunities Policy and the Disability Equality Policy.

Ethos

The school stands against all forms of discrimination on the grounds of ethnic origin, religion, sexual orientation, gender, disability or ability.

The plan is 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 pupils, students, 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.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure effective access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	1. Children with specific needs can access all activities. 2. Lessons are adapted seamlessly to ensure all pupils engage successfully. 3. Allow differentiation of the assessment process to ensure access for all 4. Continue training for teachers and TAs on different aspects of SEND as necessary.	1. Review provision of activities to ensure those who wish to take part are able to. This includes clubs and out of school visits. Where necessary increase staff to pupil ratio. 2. Teachers ensure all planning takes into account the needs of individual pupils so that adaptations can be made to ensure quality first teaching 3. Teachers refer to specific guidance when completing statutory assessments at KS4 in order to provide altered tests for those who need them. Children with specific needs are assessed accurately.	OHA/JGO/RRO	Ongoing	1. Those with a disability are able to access all activities in line with legislation. 2. Children with specific needs access learning positively and enjoy lessons. They can recount learning in a way that suits them in order for assessments to be made 3. All children are assessed accurately. The assessment system allows children to show achievement. 4. Staff are confident to provide quality learning experiences for all pupils.

			Scribes and transcripts are used where appropriate. 4. Regularly review the needs of children with specific issues and provide all relevant training.			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Tables/Chairs with accessible height for all students	Annual review of all facilities to meet the needs of the present students Annual review in conjunction with Safeguarding lead Mrs. J Golden prior to the start of any new students and prior to September with the new Year 7 student cohort. Ongoing Maintenance schedules Lessons Learnt following any incidents	Introduction of Height adjustable tables / chairs Ongoing maintenance schedule Works/ Reviews form part of Job Roles Review incident reports at 6 weekly meeting update outcomes to the premises team	NFA	Ongoing	No Incidents

Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Digital, audio or video formats	• Children with specific needs are able to access all activities. • Lessons are adapted seamlessly to ensure all pupils engage successfully. • Allow differentiation of the assessment process to ensure access for all • Continue training for teachers and TAs on different aspects of SEND as necessary	Review provision of activities to ensure those who wish to take part are able to. This includes clubs and out of school visits. Where necessary increase staff to pupil ratio. Teachers ensure all planning takes into account the needs of individual pupils so that adaptations can be made to ensure quality first teaching Teachers refer to specific guidance when completing statutory assessments at KS4 in order to provide altered tests for those who need them. Children with specific needs are assessed accurately.	RRO/JGO		

4. Monitoring arrangements

This document will be reviewed every **3** years, by the school business manager 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:

- 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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of levels	3			
Corridor access	Wide Double door access across the school	Review floor covers (carpets / vinyl) as part of ongoing walk around	NFA	Annually
Lifts	2	Preventative Maintenance	NFA	Quarterly
Parking bays	6	Review annually based on Student and staff needs	NFA	Ongoing
Entrances	2	Review annually	NFA	Ongoing
Ramps	Front pavements	Review if incident , also forms part of walk around with governor	NFA	Ongoing
Toilets	3 disabled on each floor & Additional Disabled toilet in Sports area	Review, maintain as per school schedule	NFA	Ongoing
Reception area	Ground Floor	Review Maintain	NFA	Ongoing

Internal signage	Update with new student or staff member and annually prior to start of academic year	Review, update	NFA	Ongoing
Emergency escape routes	Annual Audit	Fire check & three year external Fire Risk assessment	NFA	Ongoing