Accessibility Policy 2026-29

Audience:	Parents School staff Local Governing Body Trustees
Ratified:	Local Governing Board September 2026
Other related policies:	Curriculum policies Business Continuity and Critical Incident Plan Health & Safety Policy Equality Statement, Information and Objectives Special Educational Needs and Disability Policy
Policy owner:	Andy How
Review frequency:	3 years

Signed by:

_____ Headteacher Date: _____

_____ Governor Date: _____

1 Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:
(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The current Plan will be appended to this document.

At Lower Farm Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2 Objectives

The Plan will be used to advise other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the academy 's Equality Objectives and will similarly be published on the academy website. We understand that the Local Authority will monitor the academy 's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Lower Farm Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the academy within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour for Learning Policy
- Curriculum policies
- Business Continuity and Critical Incident Plan
- Health & Safety Policy
- Equality Statement, Information and Objectives
- Academy Prospectus
- School Development Plan
- Special Educational Needs and Disability Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when academy policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the academy website.
The Accessibility Plan will be monitored through the Local Governing Body.

The academy will work in partnership with the Local Authority and REAch2 Multi-Academy Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

3 Individual Assessment

At the beginning of each academic year, the academy will conduct an audit of its employees and pupils in order to:

- Identify employees and pupils with disabilities.
- Determine the scope of these disabilities and in particular areas where the employee or pupil is disadvantaged within the academy because of these disabilities.

For each employee or pupil identified with a disability, the academy will conduct an individual assessment to determine what reasonable actions can be taken in order to improve the individual's participation in the academy 's activities.

In addition to the individual review, the academy will also review the activities of disabled children as a group in order to understand:

- The profile of disabled pupils coming into the academy and of those who may not have been admitted to the academy up until now;
- Patterns of attendance and exclusion;
- Areas of the curriculum to which disabled pupils may have limited or no access at the moment;
- The participation of disabled pupils in off-site activities;
- The physical environment of the academy in particular identifying any parts of the academy to which disabled pupils may have limited or no access at the moment;
- the ways in which information is currently provided for disabled pupils;
- Outcomes for disabled pupils, including:
    - a detailed analysis of outcome data: exams, accredited learning and end of Key Stage outcomes;
    - detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;

- achievements in extra-curricular activities;

4 Physical Assessment of Premises

The scope of the annual Health and Safety Inspection will be extended in order to include an assessment of the availability of the academy's premises to pupils and employees with disabilities. This assessment will identify any parts of the academy to which disabled pupils may have limited or no access.

5 Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers when their child joins Lower Farm.

Physical Environment

Disabled pupils can participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are no parts of the academy to which disabled pupils have limited or no access to.

Curriculum

There are areas of the curriculum to which disabled pupils would have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. As part of the academy's inclusive ethos, activities and learning is effectively scaffolded to ensure that all children can be included as much as is possible and works with parents and carers to ensure this.

Information

Different forms of communication can be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff if needed.

6 Access Audit

The academy is a two-storey building with wide corridors and several access points from outside. The main hall is on the ground floor, but the Practical Room is on the first floor which is accessible by a passenger lift. There is on-site car parking for staff and visitors. All entrances to the academy are either flat or ramped. The main entrance features a secure lobby. There are accessibility toilet facilities available throughout the entire building. All these are fitted with a handrail and a pull emergency cord. The academy has internal emergency signage and escape routes are clearly marked.

7 Action Plan

As a result of the individual and physical assessments outlined in policy, the academy will produce and maintain an action plan with the specific objective of improving access to all aspects of the academy 's facilities for disabled pupils and employees.

The plan will be set out in the format shown in Appendix 1 to the Accessibility Policy.

In some cases, the proposed changes to the physical environment may require significant capital expenditure. The plan will therefore have to be drafted in cooperation with the academy's financial resources who will have responsibility for financing the proposed work.

The plan will be developed in cooperation with:

- The views and aspirations of disabled pupils and employees;
- The views and aspirations of the parents of disabled pupils;
- The views and aspirations of other disabled people or voluntary organizations.

The Action Plan will be reviewed by the Local Governing Body at least once per year

Appendix 1

Accessibility Plan 2026-2029

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Improving the Curriculum Access at Lower Farm Academy					
Training for teachers on adaptive teaching and effective scaffolding up of the curriculum.	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Headteacher	Annually From Sept 2026	Increase in access to the curriculum for all pupils
Audit of student needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	All staff	Annually From Sep 2026	Increase in access to all school activities for all pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of students.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	All staff	Ongoing	Increase in access to all school activities for all pupils
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual students.	All staff	Ongoing	Increase in access to the curriculum for all pupils
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents/carers. Discuss perception of issues with staff to determine the current status of academy.	Whole school community aware of issues relating to Access.	SLT	Ongoing	Community will benefit by a more inclusive school and social environment

Improving the Written Information at Lower Farm Academy					
Availability of written material in alternative formats when specifically requested.	The academy will make itself aware of the services available for converting written information into alternative formats.	The academy will be able to provide written information in different formats when requested for individual purposes	Office/SLT/ SENDCO	September 2026 Ongoing	Delivery of information to all pupils improved.
Make available academy brochures, academy newsletters and other information for parents in alternative formats when specifically requested.	Review all current academy publications and promote the availability in different formats when specifically requested	All academy information available for all who request it.	Office/SLT/ SENDCO	September 2026 Ongoing	Delivery of academy information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customised materials.	All academy information available for all who request it	Office/SLT ICT/Graphic Consultant	Ongoing	Delivery of academy information to pupils and parents with visual difficulties improved.
Raise the awareness of adults working at and for the academy on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised.	SENDCO	Ongoing	School is more effective in meeting the needs of pupils