

Lark Hall Infant & Nursery Academy and Flax Hill Junior Academy



Accessibility Plan

Policy Status and Review

Date:	June 2026
Review Date:	September 2028
Signed by Governor:	Caroline Fisher
Date Signed:	10/06/2026

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Mercia Primary Academy Trust intends, over time, to increase the accessibility of our schools for disabled pupils. MPAT 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey

Accessibility Plan

- School Brochure/ prospectus and Vision Statement

The schools complaints procedure covers the Accessibility plan.

Training

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

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the office

Improving the physical Access at Lark Hall Infant and Flax Hill Junior Academy

Planning area	Targets	Strategies	Timescales	Lead	Success Criteria
Access to physical environment					
Short term	Provision for pupils with walking difficulties to be allocated ground floor classrooms for easy access	Availability of ground floor classrooms for classes who have pupils with walking difficulties/disabilities	As necessary	P Stubbs	Pupils with walking difficulties have the opportunity to access the classrooms and other facilities
Short term	All staff make ground floor classrooms accessible	Develop system to allow entry for wheel chair users	As necessary or by	Headteacher	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Medium term	All staff make ground floor classrooms accessible	Circulate a "Reasonable Adjustments" classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness	As necessary	Headteacher	

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Short term	Improve signage and external access for visually impaired	Replace external light bulbs immediately when blown	As necessary	P Stubbs	Safety for the visually impaired is improved within the school environment
Medium term		Paint yellow stripes on edges of all external steps	As necessary	P Stubbs	Access around the school site is improved
Short term	Ensure that all disabled pupils can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary	As and when necessary	All staff	All disabled children and staff working with them are safe and confident in the event of a fire
Short term	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	As necessary	P Stubbs	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times.
Medium term	Ensure that access to school buildings and site can meet diverse pupils needs	Accessibility & clarity of signs around school Awareness of independent access	On-going	P Stubbs	Access to school buildings and site improved

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		Clear identification of room functions.			
Medium term	Any redecorating or alterations within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	As necessary	Headteacher	The school decorates in a way that is sympathetic to the Visually impaired.
Long term	Any future plans for further development of the building take DDA issues in to account.	Work with surveyors when planning modernisations.	As necessary	P Stubbs	Where it can be reasonably achieved, the school building continues to be accessible for all.
Access to the curriculum Short/medium & long term?	Ensure all Staff and governors have access to specific training on disability/equality issues	Use staff audit to identify training needs and inform professional Development process		Head Teacher/SENCO	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective
	Ensure all staff are aware of disabled pupils curriculum access	Set up system for information to be shared with appropriate staff (including lunchtime supervisors) Display information relating to individual pupils needs in staffroom	As and when necessary As and when necessary	Teachers/SENCO	All staff aware of individual pupils access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs
	Ensure all staff are aware of and able to use SEN resources	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources		Teachers/SENCO	Wider use of SEN resources in mainstream classes

Accessibility Plan

	Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes prioritised list for computer technology as required for pupils with disabilities	As required unless needs of pupils in school require immediate action	Teachers/SENCO	Access to appropriate computer technology will be improved for all disabled pupils
	<p>Reflect identified areas of need in lesson planning and delivery</p> <p>On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties</p> <p>Purchase of resources to increase student participation</p>	Incorporate Quality First teaching into all planning	On-going	Headteacher/SENCO	Improved access to curriculum for all pupils
	Ensure all policies consider the implications of Disability access	Consider all policies in view of priorities	On-going	Directors	Access to all aspects of school life for all students
	Eliminate all discrimination and harassment of disabled pupils/stakeholders	<p>Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed.</p> <p>New staff to be aware of plan through induction</p>	Allocated time system in place monitoring time	Headteacher/SENCO	Incidents of discrimination and harassment are zero

Accessibility Plan

Short term	Provision for pupils with walking difficulties to be allocated ground floor classrooms for easy access	Availability of ground floor classrooms for classes who have pupils with walking difficulties/disabilities	As necessary	Headteacher/P Stubbs	Pupils with walking difficulties have the opportunity to access the classrooms and other facilities
Short term	All staff make ground floor classrooms accessible	Develop system to allow entry for wheel chair users	As necessary	Headteacher	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety
Medium term	All staff make ground floor classrooms accessible	Circulate a "Reasonable Adjustments" classroom check list to all staff. Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness	As necessary		
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Access to the curriculum Short/medium & long term?	Ensure all Staff and governors have access to specific training on disability/equality issues	Use staff audit to identify training needs and inform professional Development process		Headteacher	Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective
	Ensure all staff are aware of disabled pupils curriculum access	Set up system for information to be shared with appropriate staff (including lunchtime supervisors) Display information relating to individual pupils needs in staffroom	As and when necessary	All staff/SENCO	All staff aware of individual pupils access needs. All staff are aware of individual care plans for pupils with specific allergies, medical needs

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			As and when necessary		
	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN resources		All staff/SENCO	Wider use of SEN resources in mainstream classes
	Ensure access to computer technology appropriate for pupils with disabilities	ICT plan includes prioritised list for computer technology as required for pupils with disabilities	As required unless needs of pupils in school require immediate action	Headteacher	Access to appropriate computer technology will be improved for all disabled pupils
	Reflect identified areas of need in lesson planning and delivery On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. Purchase of resources to increase student participation	Incorporate Quality First teaching into all planning	On-going	Headteacher/SEN CO	Improved access to curriculum for all pupils
	Ensure all policies consider the implications of Disability access	Consider all policies in view of priorities	On-going	Directors	Access to all aspects of school life for all students
	Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed.	Allocated time system in place monitoring time	All staff	Incidents of discrimination and harassment are zero

Accessibility Plan

		New staff to be aware of plan through induction			
Access to the curriculum	Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible.	On-going	All staff	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs.
Short/medium and long term?		Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions			The school monitors all communication formats to ensure all stakeholders are able to receive information
	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disabled sports See disabled sports people to come into school	As required	Headteacher	All to have access to PE and able to excel
	Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation

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	<p>Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties</p>	<p>Employment of specialist support assistants with skills and expertise.</p> <p>Specialists are used to work with pupils or provided training for staff</p>	<p>On-going</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities.</p> <p>Specialised support and resources are used to meet the needs of children with a disability and special educational needs.</p>
	<p>Heighten awareness of mainstream staff in relation to strategies and procedures employed by speech therapists for SLCD pupils</p>	<p>Provide training in relation to SLCD issues, for all staff</p>	<p>As required</p>	<p>Speech therapist</p> <p>Senco</p>	<p>Increased confidence of staff in supporting pupils with SLCD needs within mainstream</p>
	<p>Ensure all policies consider the implication of Disability access</p>	<p>Consider all policies in view of priorities</p>	<p>On-going</p>	<p>Directors</p>	<p>Access to all aspects of school life for all pupils</p>
	<p>Monitor how well pupils with disabilities are achieving academically and socially</p>	<p>Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate.</p> <p>All new staff to be aware of plan through induction</p>	<p>On-going</p>	<p>SENCO</p>	<p>Systems in place monitoring academic and social progression and differentiation.</p> <p>Parents/care rs are</p>

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					involved in process.
<p>Access to the curriculum</p> <p>Short/medium & long term?</p>	<p>Ensure all children on SEN register have a provision map in place</p> <p>Provision maps for all children on the SEN register</p>	<p>Provision map is up to date and forms a key part of the planning and assessing process for all staff</p>	<p>Review every term</p>	<p>SENCO</p>	<p>Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.</p>
	<p>Promote positive attitudes towards pupils and all others with disabilities</p>	<p>Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Review EPR curriculum. Promote outside visits from disability groups</p>		<p>All staff</p>	<p>Pupils are demonstrating that they understand and have a positive attitude towards disability</p>
	<p>Recruitment policy</p>	<p>Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally</p>	<p>On-going</p>	<p>HR / Headteacher</p>	<p>People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome</p>

Accessibility Plan

	All staff able to deal with emergencies	All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment	On-going	All staff	All staff are showing confidence and competency in dealing with emergencies and unforeseen developments
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Delivery of written information Short/medium & long term?	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by visually impaired	During induction	School Office	All parents receive information in a form that they can access
			On-going	School Office	All parents understand what are the headlines of the school information
			Current	School Office/website design team	
	Improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required	Office/staff	Excellent communication
	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
	Annual review information to be as accessible as possible	Develop child friendly	On-going	SENCO	Staff more aware of pupils preferred

Accessibility Plan

		IEP review formats			method of communication
	Languages other than English to be viable in school	Some welcome signs to be multi-lingual		SENCO	Confidence of parents/Carers to access the child's education
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing of language problems	Access to translators, signs language interpreters to be considered and offered if possible.	As required	SENCO	Pupils and/or parents feel supported and included
	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard for of printed information	Ensure website is fully compliant with requirement for access by persons with visual impairment. Ensure Prospectus is available via the school website.	As required	Web site designer, School Office	All can access information about the school

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Accessibility Plan

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Mercia Primary Academy Trust School will address the priorities identified in the plan. The plan is valid for three years 2019-21. It is reviewed annually.

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

A signed copy of this document is available from the school office.

Version Control

Version	Date Approved	Changes	Reasons for Alterations
1	March 2021	Added a range of formats.	Accessibility
V2	June 2024	None	Accessibility
V3	June 2025	None	Accessibility
V4	June 2026	Removal of previous roles/employees	Accessibility