

# Lawley Village Academy

## Accessibility Policy and Plan



Date : 10<sup>th</sup> December 2025

## **Purpose**

Lawley Village Academy is committed to providing an inclusive, safe, and welcoming environment that removes barriers to participation and learning. We aim to ensure all pupils—particularly disabled pupils and those with special educational needs - can access the curriculum, the physical environment, and information on an equal basis with their peers, and that staff, parents/carers, and visitors can access our services without disadvantage.

## **Scope**

This policy covers:

- Physical access to school premises and facilities
- Curriculum access, teaching, assessment, and enrichment
- Information access (communications, signage, digital platforms)
- Reasonable adjustments and auxiliary aids
- Staff training, procurement, and emergency planning
- Monitoring, reporting, and continuous improvement

## **Legal & Policy Framework**

This policy is informed by the following legal documents:

- **Equality Act 2010** (including the duty to make reasonable adjustments and Schedule 10 - Accessibility Plans)
- **Children and Families Act 2014** and the **SEND Code of Practice (0–25 years)**
- **Public Sector Equality Duty** (advancing equality, eliminating discrimination, fostering good relations)
- **Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999** (risk assessments and safe environment)
- **Working Together to Safeguard Children** and **Keeping Children Safe in Education**
- **Data Protection Act 2018 / UK GDPR** (accessible information while protecting personal data)
- For digital content, alignment to **WCAG 2.2 AA** principles (Perceivable, Operable, Understandable, Robust)

Note: This policy should be read alongside the school’s SEND Policy, Safeguarding Policy, Positive Behaviour Policy, Anti-Bullying Policy, Health & Safety Policy, and Equality Policy.

## **Principles**

- Anticipatory duty: We plan ahead to remove barriers.
- Proportionality & reasonableness: Adjustments are effective and practical.
- Co-production: We work with pupils, parents/carers, and external professionals.
- Dignity & independence: We promote autonomy and pupil voice.
- Continuous improvement: We monitor, evaluate, and act.

## **Roles & Responsibilities**

- Governing Body: Approves policy; oversees the Accessibility Plan; monitors compliance and impact.
- Headteacher: Ensures implementation; allocates resources; leads culture of inclusion.
- SENCo: Coordinates support; advises staff; liaises with families and external agencies; oversees reasonable adjustments and the Accessibility Plan.
- Site Manager: Maintains accessible premises; ensures compliance with risk assessments and emergency procedures.
- Teachers & Support Staff: Deliver accessible teaching; implement adjustments; track progress and communicate with parents/carers.
- Designated Safeguarding Lead (DSL): Ensures safeguarding arrangements are accessible and responsive to individual needs.
- ICT Lead: Ensures digital accessibility across websites, platforms, and communications.
- All Staff & Volunteers: Uphold inclusive practice; report barriers; attend training.

## **Accessibility Objectives**

We set SMART objectives each year within our Accessibility Plan to:

- Improve access to the curriculum (teaching, assessment, enrichment).
- Improve access to the physical environment (buildings, grounds, classrooms, signage).
- Improve access to information (written, verbal, digital, translated/alternative formats).

## **Physical Environment**

We will:

- Maintain step-free routes where possible; provide ramps/handrails; ensure door widths accommodate mobility aids.
- Provide accessible toilets and changing facilities; consider hygiene rooms where needed.
- Ensure classrooms have appropriate lighting, acoustics, and layouts (e.g., quiet spaces, low arousal areas, sensory supports).
- Use clear signage, high-contrast visual cues, and tactile indicators where appropriate.
- Keep corridors, exits, and pathways clear; manage clutter and trip hazards.
- Conduct premises accessibility audits annually and after significant changes.
- Implement PEEPs (Personal Emergency Evacuation Plans) for pupils, staff, or visitors who need them.

## **Curriculum, Teaching & Assessment**

We will:

- Use quality first teaching.
- Provide reasonable adjustments and auxiliary aids (e.g., radio aids, visualisers, overlays, sloping boards, adapted equipment).
- Adapt tasks; provide scaffolds, multi-modal resources, and alternatives to written recording (e.g., oral, pictorial, digital).
- Offer sensory-friendly and predictable routines; visual timetables; movement breaks; quiet areas.

- Adapt PE, trips, clubs, and performances to ensure participation, plan accessible transport and risk assessments.
- Use accessible assessment methods; provide extra time, readers/scribes, rest breaks, or technology as appropriate.
- Collaborate with specialist services (e.g., Educational Psychology, Behaviour Support Advisory Team, Speech & Language Therapy, Occupational Therapy, Sensory Support).

## **Information & Communication**

We will:

- Provide information in accessible formats on request (e.g., large print, easy read, symbol-supported (widge), audio, Braille).
- Ensure clear, plain-English communications; avoid jargon; provide translations/interpreting where feasible.
- Move towards making our website and digital platforms meet WCAG 2.2 AA standards, including:
  - Alt text for images; structured headings; readable contrast and font sizes
  - Keyboard navigation; focus order; captions/transcripts; no content that flashes
  - Forms and documents accessible (PDF tagging or accessible DOCX/HTML)
- Provide communication passports or one-page profiles for pupils, where helpful.

## **Reasonable Adjustments & Auxiliary Aids**

- Requests can be made by staff, parents/carers, or pupils.
- The SENCo coordinates a Reasonable Adjustment Plan with documented actions, responsible persons, and review dates.
- Adjustments may include changes to policies (e.g., uniform), provision of equipment, changes to routines, or support for transitions.
- We consider effectiveness, practicality, cost, resources, and impact on others, and do not pass costs to families.

## **Admissions, Exclusions & Behaviour**

- Admission arrangements do not discriminate; we plan for needs in advance.
- Behaviour approaches emphasise relational practice, positive reinforcement, and consistency; consequences will not penalise disability-related behaviours and will be adjusted fairly.
- Exclusions are a last resort; we first consider additional assessments, adjustments, and support.

## **Training & Awareness**

- Induction and annual training cover disability awareness, inclusive pedagogy, assistive technology, and de-escalation including Emotion Coaching and Restorative Practice.
- Role-specific training (e.g., handling, communication support, medical procedures) provided as required.
- Governors receive oversight training on accessibility duties.

## **Procurement & Commissioning**

- Accessibility requirements are embedded in procurement (furniture, ICT, curricula resources, signage) and capital projects.
- Contractors and visitors receive information about our accessibility expectations and safety procedures.

## **Health, Safety & Emergency Planning**

- Risk assessments consider disability-related needs (e.g., evacuation, medical conditions, sensory sensitivities).
- PEEPs are maintained and practised; drills account for individual plans and alternative signals (visual/vibration alerts).
- First aid and medical needs are supported through Individual Healthcare Plans.

## **Monitoring, Evaluation & Reporting**

- The SENCo and Site Manager maintain an Accessibility Action Log.
- Termly reviews with senior leaders; annual report to governors/trustees.
- Feedback collected from pupils and parents/carers (surveys, forums); actions communicated publicly in the Accessibility Plan.

## **Complaints & Concerns**

- Concerns should be raised with the class teacher or SENCo; formal complaints follow the school's Complaints Policy.
- If unresolved, parents/carers may contact the Governing Body; SENDIASS provides independent advice.

## **Data Protection & Confidentiality**

- We share information on a need-to-know basis, with consent where required, and in line with UK GDPR and the Data Protection Act.
- Accessible formats are provided while maintaining confidentiality.

## **Policy Review & Publication**

- This policy and the Accessibility Plan are reviewed annually (or sooner if circumstances change) and published on the school website.
- The plan includes timelines, responsible leads, budget considerations, and measurable outcomes.

## **Definitions**

- Disability: A physical or mental impairment with substantial and long-term adverse effect on normal day-to-day activities (Equality Act 2010).
- Reasonable adjustment: A change to remove or reduce a substantial disadvantage for a disabled person.
- Auxiliary aid: Additional support or equipment that helps a disabled person access education, information, or services.

## **Appendices**

### **Appendix A – Accessibility Plan**

#### **1. Improving Access to the Curriculum**

**Objective: To ensure all pupils, including those in Nursery and EYFS, can fully participate in a broad and balanced curriculum.**

<b><u>Target/Issue</u></b>	<b><u>Lead</u></b>	<b><u>Actions</u></b>	<b><u>Resources</u></b>	<b><u>Timescale</u></b>	<b><u>Success Criteria</u></b>
Maintain accurate SEND and medical records	SENDCo	Regularly update SEND register and care plans; share key information with staff	Provision maps, Arbor/records	Ongoing (termly review)	Staff fully aware of pupil needs
Strong parent/carer engagement	Headteacher, SENDCo	Termly meetings, Nursery transition meetings, workshops for parents	Meeting time, resources	Ongoing	Increased parent participation
Effective transitions (Nursery → Reception, KS2 → KS3)	EYFS Lead, SENDCo	Visits, information sharing, transition plans, additional support for SEND pupils	Staff time	Ongoing	Smooth transitions for pupils
Staff training in inclusive practice	SENDCo, SLT	CPD on SEND, EYFS inclusion, autism, speech and language	Training budget	Ongoing	Staff confident in adapting teaching
Inclusive EYFS practice	EYFS Lead, SENDCo	Use play-based, differentiated learning; adapt provision for SEND children	EYFS resources	Ongoing	SEND pupils fully included in Nursery/EYFS
Appropriate assessment methods	SENDCo	Use adapted assessments for pupils working below age-related expectations	Assessment tools	Annual review	Progress tracked effectively
Meeting medical needs	SENDCo, Office	Individual healthcare plans; staff training	Healthcare plans	Ongoing	Pupils safely supported
Use of specialist equipment	SENDCo	Provide visual timetables, sensory resources, ICT support	School budget	Ongoing	Barriers to learning reduced
Effective interventions	SENDCo	Targeted interventions (speech, phonics, motor skills)	Staff & resources	Termly review	Measurable pupil progress
Inclusive curriculum representation	SLT	Curriculum reflects diversity and inclusion	Books/resources	Ongoing	Pupils feel represented

## **2. Improving the Physical Environment**

**Objective: To improve access to the school environment for all pupils, including those in Nursery and EYFS.**

<b>Target/Issue</b>	<b>Lead</b>	<b>Actions</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Inclusive educational visits	SENDCo, Teachers	Risk assessments; adapt trips; pre-visits where needed	Staff time	Ongoing	All pupils access trips
Safe and inclusive playtimes	SLT, Midday staff	Structured play, buddy systems, support for vulnerable pupils	Training	Ongoing	Pupils feel safe and included
Safe site access	Site Manager	Maintain clear walkways; ensure accessibility of entrances	Maintenance budget	Ongoing	Safe movement around site
Access to clubs and wraparound care	SLT	Adapt clubs; risk assessments; additional support if needed	Staffing	Ongoing	SEND pupils attend clubs
Early years accessibility	EYFS Lead	Ensure indoor/outdoor spaces are accessible and adaptable	EYFS equipment	Ongoing	Nursery/EYFS fully inclusive
Sensory/regulation spaces	SENDCo	Provide and maintain sensory areas for pupils who need regulation	Equipment	Ongoing	Improved emotional regulation
Continuous review of environment	SLT	Audit building accessibility regularly	Audit tools	Annual	Issues addressed promptly

### **3. Improving Access to Information**

**Objective: To ensure all pupils and families can access school information in a format that suits their needs.**

<b>Target/Issue</b>	<b>Lead</b>	<b>Actions</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Accessible website and documents	Office, SLT	Use clear language; accessible formats	Website tools	Ongoing	Parents can access information
Alternative formats	Office, SENDCo	Provide large print, translated documents, or support	Admin time	Ongoing	Families supported effectively
Visual communication for pupils	SENDCo	Use visual timetables, Widgit, symbols	Software	Ongoing	Pupils understand instructions
Translation and interpretation	Office	Use translation tools or interpreters	External services	Ongoing	Families fully engaged
Support for completing forms	Office staff	Offer assistance to parents where needed	Staff time	Ongoing	Improved parental engagement

**Appendix B – Personal Emergency Evacuation Plan (PEEP) (Template)**

**Personal Emergency Evacuation Plan (PEEP)  
Lawley Village Primary Academy**

<b>PERSONAL EMERGENCY EVACUATION PLAN</b>			
Name:			
Class:			
<b>AWARENESS OF PROCEDURE</b>			
Can the pupil be notified by the existing fire alarm system?			
<b>PERSONALISED EVACUATION PROCEDURE</b> (A step by step account beginning with the alarm). For assistance with this section, see Technical Guidance Note FS04 – PEEP Evacuation Matrix for evacuation methods			
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>METHODS OF ASSISTANCE</b> (e.g. Methods of guidance, transfer procedures etc)			
The following have been designated to give assistance			
<b>Name</b>			
<b>Class</b>			
<b>Name</b>			
<b>Class</b>			
<b>EQUIPMENT REQUIRED</b> (including means of communication, use of evac-chairs etc)			
<b>ADDITIONAL INFORMATION</b>			
<b>MONITOR AND REVIEW</b>			
PEEP should be rehearsed to test their efficiency. Rehearsals could take place during pre-planned fire drills.			
Signed by Head Teacher		Date	
Signed by SENCO		Date	
Signed by Staff involved and Class teacher		Date	

**Appendix C – Accessibility Action Log (Template)**

<b>Pupil/Person:</b>	<b>Need/Barrier identified:</b>	<b>Adjustment/Auxiliary aid provided:</b>	<b>Responsible person:</b>	<b>Start date / Review date:</b>	<b>Outcome/Impact:</b>	<b>Notes:</b>

**Seen by governors**

**Review date: July 2028**