Accessibility Policy

The Lodestar Academy

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This policy will be reviewed annually.

The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Beth Woodward (Headteacher)
Queries to:	Beth Woodward (Headteacher)
Date created:	September 2023
Date of last review:	September 2026
Date of next review:	September 2027

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1. What is this Policy About?

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

The plan will be made available online on the school website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

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

2. Who Does this Policy Apply to?

This policy applies to all academy staff, pupils, parents, governing bodies, volunteers, and contractors.

3. Policy Requirements

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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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.

The academy will ensure appropriate measures are in place to:

- Increase access to the curriculum for pupils with a disability;
- Improve and maintain access to the physical environment;
- Improve the delivery of information to pupils with a disability.

See Appendix 1 – Action Plan, for specific practice.

4. Definitions

SEND: Special Educational Needs and Disabilities. A child with SEND has a learning difficulty and/or a disability which requires them to have additional educational and/or health support.

5. Related policies

- SEND policy
- Curriculum policy
- Health and Safety policy
- Complaints, Compliments, and Feedback policy
- Supporting Pupils with Medical Conditions policy

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6. Appendices

Appendix 1 – Action Plan

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

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AIM	CURRENT 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
Increase access to the curriculum for pupils with a disability	The academy's approach: ● 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 ● Targets are set effectively and are appropriate for pupils with additional needs ● We work with outside agencies to determine the individual needs for all students and follow guidance on how to meet these needs through personalised strategies and targets. ● Access to offsite visits is enabled to all users with a wheelchair accessible minibus – Drivers have been trained in the use of the ramp	Medium term	Annual updated training around SEND Code of Practice. Staff training session on Guided Pathways for Inclusion SEND Learning Walks Deliberate Practice sessions relating to Wave 1 teaching strategies and adaptive teaching	AS	July 2027	All staff have receive up-to-date SEND training around duty of care under the SEND Code of Practice. All staff trained to use Guided Pathways for Inclusion effectively. Adaptive teaching approaches underpin the classroom experience for students with SEND .

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Elevator is located within the student entrance, offers access to all learning areas and the dining room ● Corridor width around the building is maintained, ensuring no items are stored to restrict access ● All levels of the building structure are accessible via external doors ● Disabled toilets are available on both floors with classrooms ● Equipment in classrooms is delivered by staff, these cupboards are all low level. ● Access to the site is available via 2 gates, all routes are externally accessible without the need of steps. ● Corridor doors without access control has a	Long term Medium term	If we have a student/staff or visitor who cannot access the Maths or medical room, a ramp will be made available. If we have a student/staff or visitor who requires use of dining facilities, adaptions to the dining room furniture will be made to lower the height.	Beth Woodward Beth Woodward	Ongoing Ongoing	Whole staff awareness.

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	hold-open function to keep doors open during building use. ● The fire alarm system incorporates both visual and sounder alert in the event of an evacuation					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage around the building is in place to indicate location ● All signage is in large print and large print resources are in use ● Pictorial or symbolic representations are in use ● Use of resources to support additional needs around reading resources e.g., coloured overlays, use of colour	Long term	Review of accessibility measures, identification of resources and training needs.	AS	Ongoing	Staff awareness & CPD if/when required.

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Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Accessibility
EIA completed by:	Headteacher
Date of assessment:	September 2023
Assessment approved by:	LGB

The Lodestar Academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.
Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

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2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	x	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	x	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	x	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	x	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant	☐	x	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

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or in their maternity period following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	x	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	x	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	x	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	x	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

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