



Accessibility Plan Lansdown Park Academy

Date October 2025

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
May 2019		Ratified by CLF Update of staff	
01/11/2024		Site plan added for Lpa	
October 2025	Document update	Whole document update	To reflect recent site changes

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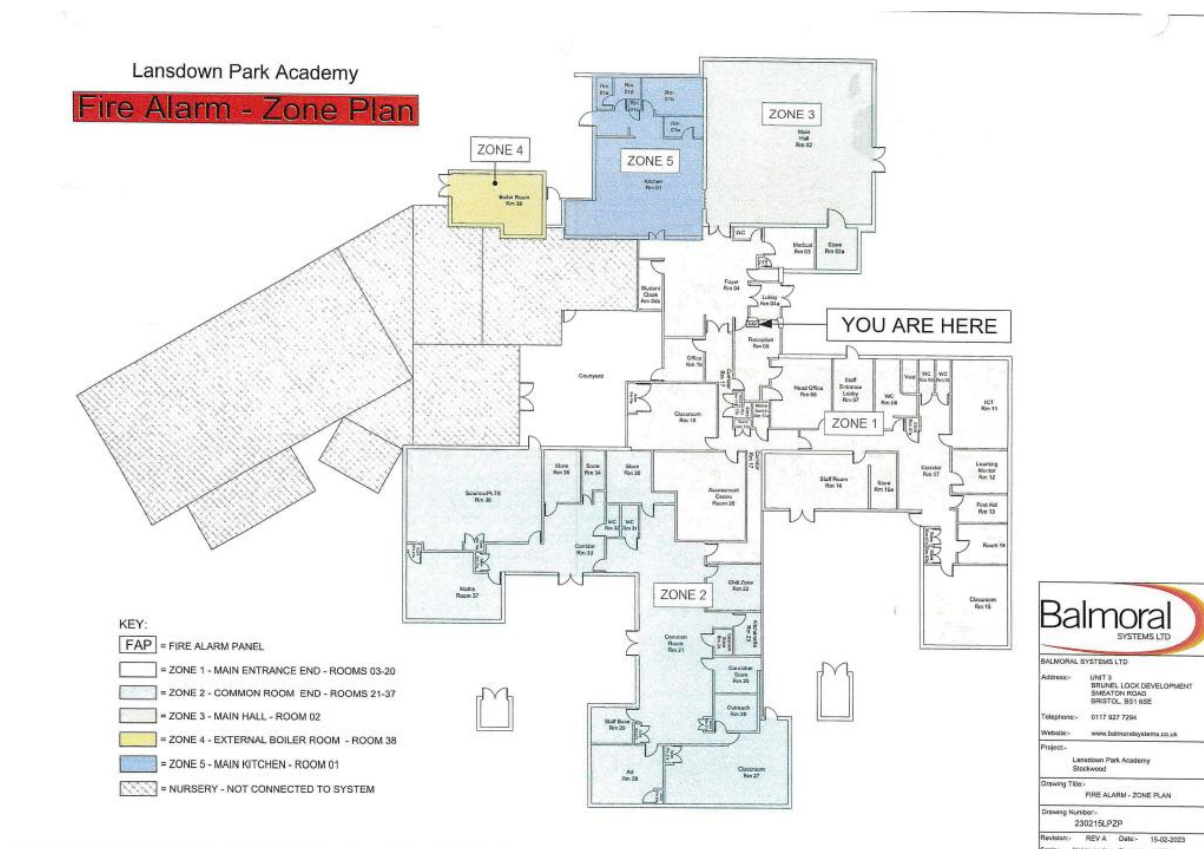
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1 Introductory Statement

- 1.1 This Accessibility Plan has been drawn up in consultation with the Senior Operations Manager and SENCO of the Academy and covers the period from September 2025 – September 2026 The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual,
- 1.4 motional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

- 2.1 The Academy's layout and facilities



- 2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the academy council. There will be a full review of the Plan in September 2026 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Identify barriers to curriculum access for disabled pupils. Ensure reasonable adjustments are consistently implemented in lessons	Review individual pupil needs through SEND profiles, EHCPs, and pupil/parent consultation. Provide differentiated resources (e.g. enlarged print, coloured overlays, simplified instructions). Use assistive technology where appropriate (e.g. laptops, speech-to-text software). Deploy teaching assistants effectively to support access to learning.	Disabled pupils are able to access lesson content more effectively and engage in classroom activities.		Evidence of adjustments in lesson delivery. Improved pupil engagement and participation
Short term	Improve inclusive teaching practices across the curriculum.	Provide staff training on inclusive teaching strategies and reasonable adjustments.	Disabled pupils participate more fully in lessons and curriculum activities, including practical and enrichment subjects	1–3 years	Staff demonstrate inclusive practice in teaching and assessment.

	<p>Increase staff confidence in supporting disabled pupils.</p>	<p>Embed universal design for learning (UDL) approaches in lesson planning.</p> <p>Adapt schemes of work to include alternative ways of recording, demonstrating understanding, and assessment.</p> <p>Monitor progress through pupil voice, observations, and data analysis.</p>			<p>Reduced gaps in participation and progress.</p>
<p>Medium Term</p>	<p>Ensure the curriculum is fully inclusive and accessible for all disabled pupils.</p> <p>Sustain a culture of inclusion and equality of opportunity</p>	<p>Invest in specialist resources and technology to support diverse needs.</p> <p>Involve pupils and parents in ongoing evaluation of curriculum access.</p>	<p>Disabled pupils access the full curriculum alongside their peers and achieve positive educational outcomes.</p>	<p>3-5 years</p>	<p>Curriculum consistently meets the needs of disabled pupils.</p> <p>Positive feedback from pupils, parents, and external reviews</p>

		Work with external agencies to support curriculum adaptation where needed.			
Long term	Ensure the curriculum is fully inclusive and accessible for all disabled pupils. Sustain a culture of inclusion and equality of opportunity	<p>Regularly review curriculum accessibility as part of school improvement planning.</p> <p>Invest in specialist resources and technology to support diverse needs.</p> <p>Involve pupils and parents in ongoing evaluation of curriculum access.</p> <p>Work with external agencies to support curriculum adaptation where needed.</p>	Disabled pupils access the full curriculum alongside their peers and achieve positive educational outcomes.	3-5 years	<p>Curriculum consistently meets the needs of disabled pupils.</p> <p>Positive feedback from pupils, parents, and external reviews</p>

3.1 Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?

- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4 Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Advice taken from professionals on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.		Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Two parking spaces for disabled people and signposted clearly.	Parking for disabled people achieved.		Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it. Review of existing toilets for accessibility.	Minimum of one accessible toilet.		Improved facilities for disabled students and visitors.
Long term	Enable all disabled pupils and visitors to access the School building. Plan to fit ramps and handrails to the entrances and exits which have priority.	Development of outdoor space to allow disabled access to Forest School and other areas.	Funding and bids for further development.		Physical accessibility increased.

4.1 Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?

- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.		Delivery of information to disabled pupils is improved.
Medium term	Improve accessibility of curriculum and school information for all disabled pupils.	Audit current methods of communication to identify accessibility gaps.	Disabled pupils receive information in a timely and accessible manner across the Academy.		Staff routinely provide accessible information.

	Ensure consistency in how information is adapted and shared	Increase staff awareness and training on accessible communication methods. Use digital platforms that support accessibility features (e.g. screen readers, adjustable text size). Ensure key information is available in advance to support understanding.			Improved pupil engagement and understanding.
Long term	Embed accessible communication as standard practice across the Academy. Reduce reliance on reactive adjustments.	Develop and maintain an accessibility checklist for all written and digital communications. Regularly review and update communication methods in line with pupil needs and technological developments. Seek feedback from pupils and parents on the accessibility of information provided.	Information is consistently accessible to all disabled pupils, promoting independence and inclusion.		Accessibility is embedded in school communication practices. Positive feedback from pupils, parents, and external agencies.

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5.1 Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

6 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	<p>Identify barriers to curriculum access for disabled pupils.</p> <p>Ensure reasonable adjustments are consistently implemented in lessons</p>	<p>Review individual pupil needs through SEND profiles, EHCPs, and pupil/parent consultation.</p> <p>Provide differentiated resources (e.g. enlarged print, coloured overlays, simplified instructions).</p>	<p>Disabled pupils are able to access lesson content more effectively and engage in classroom activities.</p>		<p>Evidence of adjustments in lesson planning.</p> <p>Improved pupil engagement and participation</p>

		<p>Use assistive technology where appropriate (e.g. laptops, speech-to-text software).</p> <p>Deploy teaching assistants effectively to support access to learning.</p>			
Medium term	<p>Improve inclusive teaching practices across the curriculum.</p> <p>Increase staff confidence in supporting disabled pupils.</p>	<p>Provide staff training on inclusive teaching strategies and reasonable adjustments.</p> <p>Embed universal design for learning (UDL) approaches in lesson planning.</p> <p>Adapt schemes of work to include alternative ways of recording, demonstrating understanding, and assessment.</p>	<p>Disabled pupils participate more fully in lessons and curriculum activities, including practical and enrichment subjects</p>	<p>1–3 years</p>	<p>Staff demonstrate inclusive practice in teaching and assessment.</p> <p>Reduced gaps in participation and progress.</p>

		Monitor progress through pupil voice, observations, and data analysis.			
Long term	<p>Ensure the curriculum is fully inclusive and accessible for all disabled pupils.</p> <p>Sustain a culture of inclusion and equality of opportunity</p>	<p>Regularly review curriculum accessibility as part of school improvement planning.</p> <p>Invest in specialist resources and technology to support diverse needs.</p> <p>Involve pupils and parents in ongoing evaluation of curriculum access.</p> <p>Work with external agencies to support curriculum adaptation where needed.</p>	Disabled pupils access the full curriculum alongside their peers and achieve positive educational outcomes.	3-5 years	<p>Curriculum consistently meets the needs of disabled pupils.</p> <p>Positive feedback from pupils, parents, and external reviews</p>

Reviewed by

Date reviewed

7 Improving the physical environment of the Academy to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	<p>Identify limitations in the physical environment where disabled access is not currently available.</p> <p>Ensure alternative arrangements are made where required</p>	<p>Carry out an accessibility audit to identify barriers to access.</p> <p>Use ground-floor classrooms where possible for pupils with mobility needs.</p> <p>Adapt timetables and rooming arrangements to minimise movement around the site.</p> <p>Provide reasonable adjustments on an individual basis</p>	<p>Disabled pupils can access education through reasonable adjustments despite physical limitations of the site.</p>		<p>Barriers are identified and managed appropriately.</p> <p>Pupils are able to access learning safely</p>
Medium term	<p>Reduce the impact of physical access limitations on disabled pupils.</p>	<p>Explore feasibility and cost of physical adaptations to improve access.</p>	<p>Access arrangements are more consistent and planned, reducing barriers to participation.</p>		<p>Clear plans in place to address accessibility limitations.</p>

	<p>Plan for future improvements where practicable.</p>	<p>Seek advice from the Local Authority and external professionals.</p> <p>Consider accessibility when allocating teaching spaces and organising school activities.</p> <p>Review emergency evacuation procedures for disabled pupils</p>			<p>Improved confidence of pupils and parents in access arrangements.</p>
<p>Long term</p>	<p>Improve accessibility of the Academy site where reasonably practicable.</p> <p>Ensure accessibility is considered in any future developments.</p>	<p>Include accessibility as a priority in capital planning and refurbishment decisions.</p> <p>Review the accessibility plan regularly in light of pupil needs and available resources.</p> <p>Continue to make reasonable adjustments to support disabled pupils.</p>	<p>The Academy demonstrates a commitment to improving access and inclusion within the constraints of the site</p>		<p>Accessibility is embedded in planning and decision-making.</p> <p>Reasonable adjustments ensure disabled pupils are supported effectively.</p>

Reviewed by

Date reviewed

8 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term					
Medium term					
Long term					

Reviewed by

Date reviewed

Approved by: Paul Todd	Principal
	Chair of Academy Council
Approved on:	
Review date:	September 2026

