



Accessibility Plan (July 2022)

1. Aims

Schools 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 school 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 school 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 vision at Lawn Manor Academy is “Inspiring and Creating Futures for All”. A fully inclusive curriculum is at the heart of this vision. We want all young people who are part of the school to be able to access appropriate and varied teaching, which will help them to achieve and be successful in whatever they chose to do later in life.

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

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

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

Lawn Manor Academy is part of the Ascend Learning Trust and works closely with other schools within the trust to support accessibility for pupils with SEND. Pupils from Lawn Manor Academy may also, where appropriate, access education provided at other sites across the borough of Swindon, provided by the Local Education Authority (LEA) through provisions such as Education other than at School (EOTAS), which includes hospital tuition, and the Riverside Centre. Our school’s complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Staff and governors. Over time, it is expected that pupils and parents will be invited to further develop this plan.

2. Legislation and guidance

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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.

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.

	<p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>LMA offers ICT exam suites and increase of access to computer readers / scribes across the school through investment in software such as DOCS +</p>	<p>Increased use of DOCS+ across the curriculum.</p>	<p>Targeted pupils to be provided laptops for use in school</p> <p>Training in the use of DOCS+ to be provided to YP / Staff</p> <p>Home licences for DOCS+ to be provided to pupils using in school</p>	<p>Assistant SENCO</p>	<p>Dec 2023</p>	<p>Improved continued / regular “review” of progress for pupils with SEND.</p> <p>Increased numbers of parents will attend pen portrait and plan reviews.</p>
	<p>Provision Map is used to share key information about YPs needs with staff /parents via Pupil Passports</p>	<p>All stakeholders fully involved in the Assess, plan, do , review cycle</p>	<p>Improved parental involvement in target setting and monitoring for pupils with SEN by developing use of provision maps parental links and appointments for</p>	<p>SENDCO</p>		

	<p>On-site and off-site targeted interventions support pupils to attend and engage in the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		<p>reviews using parents evening software</p>	<p>AHT PL /AHT Behaviour and Attitudes</p> <p>DHT QoE and RSL</p>	<p>Increased parental input in target setting and reviewing for pupils with SEND.</p> <p>All pupils are accessing a curriculum which offers challenge, breadth and depth. Offering opportunities for creativity, academic development and development of key skills for the world of</p>
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						education and work beyond school.
Improve and maintain access to the physical environment	<p>This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays <p>Designated disabled parking bays located in each car park</p> <p>Enlarged parking spaces</p>	Disabled bays need to be repainted		Site manager	Sep 2022	Disabled visitors to the school / staff have dedicated parking close to the main entrances.
	<ul style="list-style-type: none"> • Ramps <p>All buildings have ground floor access via ramps, except the LINK building where this has been requested.</p>	All buildings have ground floor access via ramps	Ramp for LINK to be purchased and installed.	Site manager	April 2022	All visitors will be able to access The LINK.

	<ul style="list-style-type: none"> • Corridor width <p>Corridors are wide and clear and access</p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities <p>There are toilet facilities for disabled individuals in All buildings.</p> <p>Non binary toilet facilities are available in WM & EM</p>	<p>There are no elevators on site.</p>	<p>Fire refuge areas on landings to be designated and equipped with evacuation chairs.</p>	<p>Site manager</p>	<p>Sep 2023</p>	<p>Individuals with limited mobility can be safely evacuated from upper floors in case of fire / emergency.</p>
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	<p>There are staff / visitor changing areas available in main reception</p> <ul style="list-style-type: none"> Library shelves at wheelchair-accessible height <p>A majority of library shelving is accessible.</p> <ul style="list-style-type: none"> Access to outside areas <p>The site has large amounts of accessible outside space including a forest school sensory garden, playing fields, hardcourts, covered communal areas and an outdoor gym.</p> <ul style="list-style-type: none"> Clearly defined decorations / changes in level 	<p>All classrooms to have ergonomic, well defined furniture and fittings</p>	<p>When replacing classroom furniture consideration be given to provide</p>	<p>Site Manager</p>	<p>Sep 24</p>	<p>Furniture and fittings in classrooms and around the school will enable all</p>
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	Pillars, step raises and steps painted yellow or in green support pupils with VI		greater definition to support pupils with VI			learners to engage in the environment.
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • HI access plans shared with teachers • Pupil passports outline how best to support pupils with a disability 	<p>Consider hearing loop for reception areas</p> <p>Further develop co-production with parents / pupils</p>		<p>Site Manager</p> <p>AHT PL</p>	<p>Dec 2023</p> <p>Dec 2023</p>	<p>Improved communication guest to the school with hearing impairment.</p> <p>Greater parental / pupil engagement in how support is offered.</p>

		through provision map				
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Following 2022 audit
new pupil passports
to be developed for
2022-23

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by **the Local Governing Board**.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) Policy
- SEN information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	East Manor -3 Central Manor -1 West Manor-3 Admin	Refuge points to be identified on stairwells and evacuation wheelchairs to be provided on landings	Site Manager	Sep 2023
Corridor access	All corridors and doorways	Corridors to be maintained so that easy access by a wheelchair is possible at all times.	All staff	
Lifts	N/A			
Parking bays	1 in each carpark	Designated parking bays to be repainted	Site Manager	Sep 23
Entrances	Each building / entrance has clear signage	Clear and accessible signage	Site Manager	April 2023
Ramps	From west manor to Central manor At the library and one science entrance	Non- slip surface to be maintained. There are steps which do not have ramp access, however alternative entrances with ramps can be accessed.	Site Manager	

	Access to Student Support			
Toilets	Toilets accessible to students when needed	Toilets in English to be replaced	Site team	Sep 23
Reception area	Access for visitors in wheelchairs.	Designated space for wheel chair waiting	Office Manager	May 2023
Internal signage				
Emergency escape routes	All accessible escape routes to be outlined to visitors with Physical disability.	Map indicating most accessible escape route and refuge points.	Office Manager	May 2023

Policy date: July 2022

Staff responsible: Assistant Headteacher, Personalised Learning

Ratified and approved by the SLT

Due for review: July 2025