



Lowedges Primary Academy

Accessibility Plan

DATE: September 2025
POLICY LEAD: Lindsay Jones
APPROVED BY: LGB



Excellence



Equity



Empowerment

DOCUMENT CONTROL

Policy Level	Academy	
Approved By	LGB	
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<p>This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice</p>		
Policy Lead / Author	Lindsay Jones / Principal	
Version Number	Date Issued	Updated Information
<p>Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you</p>		
V1	December 2023	
V2	September 2025	Change of school name to Lowedges Primay Academy. Addition of extra-curricular activities as well as clubs.

LOWEDGES PRIMARY ACADEMY ACCESSIBILITY PLAN

1-year period covered by the plan: 2025-2026

Lowedges primary Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability (Equality Act 2010)

In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purposes of the Act, these words have the following meanings:
 - 'substantial' means more than minor or trivial
 - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
 - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' *(Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech & Language impairments, ADHD)*

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

Conditions that are specifically excluded:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits.
- It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

Lowedges Primary Academy acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the Equality, Diversity and Inclusion Policy
The Accessibility Plan will be published on each academy's website.

The ACET complaints procedure covers the Accessibility Plan.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and pupils, under Part 4 of the DDA:

- not to treat disabled staff and pupils/students less favourably for a reason related to their disability.
- to make reasonable adjustments for disabled staff and pupils/students, so that they are not at a substantial disadvantage.
- to plan to increase access to education for pupils/students with disabilities.

This plan also takes into account the Equality Act 2010 and needs to be read in conjunction with the Public Sector Equality Duty policy and the SEND Code of Practice 2015.

Vision and Values:

- Lowedges Primary Academy aims to ensure equality of opportunity for all its pupils and staff and it follows that pupils with disabilities or prospective pupils, are not treated less favourably than other pupils or prospective pupils, for reasons relating to their disability.
- Please read this in conjunction with the SEND Policy.

The main priorities in this plan:

Increasing the extent to which pupils with disabilities can participate in the academy's curriculum:

- Lowedges Primary Academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by inclusion, led by the Special Educational Needs Co-ordinator (SENDCO).
- Lowedges Primary Academy employs Teaching Assistants to support all pupils, including those with disabilities. They work closely with outside agencies, putting into practice recommendations which are written into Individual Health Care Plans and/or Education and Health Care Plans
- Lowedges Primary Academy commissions and facilitates services from a range of agencies for all pupils and their families.

Improving the physical environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services:

- Pupils and staff with disabilities have access to all learning areas. Ground floor classrooms are provided as required to ensure full access for all pupils.
- Lowedges Primary Academy has disabled toilet facilities for pupils, staff and parents/carers.

Improving the delivery to pupils with disabilities of information that is provided in writing for pupils who are not disabled:

- Where necessary, all hand-outs, letters, timetables and electronic resources etc. will be made available in suitable format for pupils with disabilities.

Accessibility Plan 2025-2026

Improving Physical Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
Ensure no student is excluded from accessing the premises	<p>Conduct an annual audit of academy premises taking into account the specific needs of any pupil either current or prospective.</p> <p>Move classes around to ensure pupils, who are unable to use stairs, are based in a downstairs classroom.</p>	Classrooms are accessible to all pupils	Annual audit and update	All pupils can access the curriculum	Principal SENDCo

Improving Curriculum Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
<p>Ensure that teaching meets the needs of all learners through effective implementation of personalised guidance for pupils with specific needs, in keeping with the 2015 SEN Code of Practice which states that: <i>“all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”</i></p>	<p>All teaching staff access and implement in full, the guidance provided by SENDCO and Inclusion team relating to pupils with specific learning needs, as set out in the support plans / EHCPs.</p> <p>All staff have access to resources that support them in meeting the needs of all pupils. E.G. Birmingham toolkit.</p> <p>Whole staff CPD will be in place ensuring all staff receive training and support on accessing and using the support plans, and on successful ways to plan, to ensure needs of all pupils are met within lessons</p>	<p>All teachers are able to meet the needs of all pupils with regard to accessing the curriculum</p>	<p>On-going</p>	<p>Drop in and lesson observation evidence indicates the needs of all learners needs are being met</p> <p>Training sessions are completed throughout the academic year.</p>	<p>Principal SENDCo</p>
<p>Ensure consistently high quality in-class support for pupils with SEND, meeting the needs of all learners and ensuring implementation of recommendations set out in Individual Health Care Plans and Education Health and Care Plans</p>	<p>Regularly review the deployment of Teaching Assistants (TAs)</p> <p>Class teachers to support / teach in small groups all pupils within the classroom across each week.</p>	<p>Improved attainment and progress for pupils with SEND</p>	<p>On-going</p>	<p>Learning walk and lesson observation evidence indicates that Teaching Assistants provide consistently high-quality support and that class teachers are</p>	<p>Principal SENDCo</p>

	Access to training for identified needs			teaching / supporting SEND pupils as well to ensure the needs of all pupils are being met across the curriculum	
Ensure that pupils with SEND and/or medical needs are involved in the wider school leadership.	SENDCo, in liaison with Personal Development team, to continually review throughout the year the pupils involved in various Pupil Leadership roles. This will ensure all children are represented.	The academy will continue to be fully inclusive.	On-going	All children will be fairly represented in wider school leadership in a variety of roles across school.	SENDCo Personal Development Team
Continue to ensure accessibility of laptop provision and any further IT equipment in all lessons for pupils identified as requiring ICT support.	Teachers to ensure arrangements are in place to facilitate laptop/IT packages access for all pupils requiring ICT support	Improved attainment and progress for pupils with SEND	On-going	All pupils with SEND who require ICT support can access the curriculum and achieve.	Class Teacher
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and pupils.	The academy will continue to be a fully inclusive environment	On-going	Whole academy community is aware of issues relating to access.	Principal Inclusion Team SENDCo
Continue to ensure that the needs of pupils with SEND are met and seen to be met.	Continually review policy and procedures relating to SEND. Continue to develop and implement support for pupils as set out	Improved attainment and progress for pupils with SEND, including those with specific medical needs	On-going	Needs of pupils with SEND, including those with specific medical needs, are addressed by all teachers. Pupils with	SENDCo SEND team

	in Individual Health Care Plans, and Education Health and Care Plans acting on recommendations from medical and other professionals			SEND feel supported. Data analysis shows progress for pupils with SEND in line with expectations and targets.	
Continue to enable children with a range of disabilities access to all extra-curricular clubs and activities	<p>SENDCo, in liaison with Personal Development Team, to continually review throughout the year, our offer of extra-curricular clubs to those with special educational needs and disabilities, including those with specific medical needs.</p> <p>SENDCo to liaise with class teachers around SEND / medical needs when booking or organising visits out of the academy.</p>	The academy will continue to be fully inclusive.	On-going	All children will have fair access to all extra-curricular clubs and additional activities throughout the year. Pupil voice will show that children of all abilities are reporting access to extra-curricular clubs and feel positive about their involvement in these.	SENDCo Personal Development Team Class teachers

Improving Physical Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/Review
Ensure all communication is accessible to all pupils and parents.	Implement a range of communication methods in order to mee the needs of all pupils and parents. The range of methods might include: text messages, Facebook, website, Parent Pay, electronic letters, physical letters, support provided in reading / accessing written information where this is required, use of google translator.	Pupils and parents can access all communication with the academy.	On-going	All pupils and parents can access the information about the academy.	Principal SENDCo Class teachers Safeguarding team SEND team Leadership Team