

Accessibility Policy

Longspee Academy Primary

Version	V0.01
Approval Date	24 th May 2026
Approved	Principal
Lead Reviewer	Director of School Improvement
Review Date	23 rd May 2027

Contents

1. Introduction.....	3
1.1. Statement of intent.....	3
1.2. Audience.....	3
1.3. Revision history	3
2. Legal framework.....	4
3. Definition.....	4
4. Roles and responsibilities	5
5. Accessibility plan	6
6. Equal opportunities	7
7. Admissions.....	7
8. Curriculum	7
9. Physical environment	8
10. Monitoring and review	8
Appendix A: Curriculum	9
Appendix B: Physical environment	10
Appendix C: Information	11

1. Introduction

1.1. Statement of intent

- 1.1.1. Authentic Education (aE) is committed to taking all steps possible to avoid placing anyone at a substantial disadvantage and to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- 1.1.2. aE is committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness across aE.
- 1.1.3. Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1.2. Audience

This policy must be adhered to by all staff, pupils, parents/carers and visitors of Authentic Education.

1.3. Revision history

Issue	Date	Author	Changes
V0.01	16/05/2025	Kelsey Etheridge	Update to new template and change to aE.

2. Legal framework

- 2.1. This policy has due regard to legislation including, but not limited to, the following:
 - United Nations Conventions on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - Special Education Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - The Education Act 1996
 - The Children & Families Act 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- 2.2. This policy has due regard to national guidance including, but not limited to, the following:
 - DfE (2018) "Equality Act 2010: advice for schools"
 - DfE (2015) "Special Educational Needs & Disability Code of Practice: 0 – 25 years"
- 2.3. This policy will be used in conjunction with the following Trust and Academy policies and procedures:
 - Equality & Diversity Policy
 - Equality Information & Objectives
 - Early Years Foundation Stage (EYFS) Policy
 - Special Educational Needs Policy
 - Admissions Policy
 - Behaviour Policy
 - Supporting Pupils with Medical Conditions Policy
 - Curriculum Policy
 - Health & Safety Policy
 - Data Protection Policy
 - Academy Development Plan

3. Definition

- 3.1. 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. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

- 3.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

4. Roles and responsibilities

- 4.1. Staff members will act in accordance with the Academy's Accessibility Policy and Accessibility Plan at all times.
- 4.2. The Principal, in conjunction with the Local Academy Board (LAB), will create an Accessibility Plan with the intention of improving the Academy's accessibility.
- 4.3. The LAB is responsible for monitoring the Accessibility Plan.
- 4.4. The LAB will approve the Accessibility Plan before it is implemented.
- 4.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 4.6. The Principal will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 4.7. During a new pupils' induction, the Academy will establish whether the pupil has any disabilities or medical conditions which it should be aware of.
- 4.8. The Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 4.9. The Principal, LAB and SLT will work closely with external agencies to effectively create and implement the Academy's Accessibility Plan.
- 4.10. The SENDCo will work closely with the Principal and LAB to ensure that pupils with SEND are appropriately supported.
- 4.11. All staff members and LAB will partake in whole-school training on equality issues related to the Equality Act 2010.
- 4.12. Designated staff members will be trained to effectively support pupils with medical conditions e.g. understanding how to administer insulin.

5. Accessibility plan

- 5.1. The Accessibility Plan will be structured to complement and support the Academy's Equality & Diversity Policy as well as the Special Educational Needs & Disability Policy.
- 5.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document e.g. Academy Development Plan.
- 5.3. The Academy's Accessibility plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the Academy within a given timeframe.
- 5.4. The Plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum.
 - To improve and maintain the Academy's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
 - To improve the availability and delivery of written information to pupils, staff, parent and visitors with disabilities.
- 5.5. The intention is to provide a projected plan for a 3-year period ahead of the next review date, which will be 23/05/27.
- 5.6. If it is not feasible to undertake all the plans/ works during the lifespan of the Accessibility Plan some items will roll forward into subsequent plan.
- 5.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 5.8. The Accessibility Plan will be used to advise other Academy planning documents and will be reported upon annually in respect of progress and outcomes.
- 5.9. Both the Accessibility Policy and Accessibility Plan will be published on the Academy's website.
- 5.10. An access audit will be undertaken by the LAB and SENDCo every year.
- 5.11. The Academy will provide adequate resources for implementing plans, ensuring pupils are sufficiently support.
- 5.12. During Ofsted inspections the inspectorate may include the Academy's Accessibility Plan as part of their review.
- 5.13. The LA may provide auxiliary aids and services where necessary to help the Academy provide suitable support to pupils with disabilities.

6. Equal opportunities

- 6.1. The Academy strives to ensure that all existing and potential pupils are given the same opportunities.
- 6.2. The Academy is committed to developing a culture of inclusion, support and awareness.
- 6.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 6.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 6.5. Wherever possible teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 6.6. The Academy will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all Academy activities.

7. Admissions

- 7.1. The Academy will act in accordance with the Admissions Policy.
- 7.2. The Academy will apply the same entry criteria to all pupils and potential pupils.
- 7.3. The Academy will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the Academy.
- 7.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the Academy community.
- 7.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 7.6. Prospective parents/carers of pupils with an EHCP and pupils with SEND are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

8. Curriculum

- 8.1. The Academy is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 8.2. No pupil is excluded from any aspect of the Academy curriculum due to their disabilities or impairments.

- 8.3. The Academy aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 8.4. The Subject Lead for each subject and the SENDCo will work together to adapt a pupil's Individual Plan with advice sought from outside agencies where appropriate to allow all pupils to reach their full potential.
- 8.5. Physical education lessons will be adapted wherever possible to allow pupils with disabilities to participate in lessons.
- 8.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 8.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 8.8. There are established procedure for the identification and support of pupils with SEND in place at the Academy.
- 8.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- 8.10. Specialist resources are available for pupils with visual impairments such as large print reading books.
- 8.11. Learning Support/Teaching Assistants are deployed to implement specific literacy, numeracy and speech programmes.

9. Physical environment

- 9.1. The Academy is committed to ensuring that all pupils, staff members, parents/carers, visitors have equal access to areas and facilities within the Academy premises.
- 9.2. The Academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 9.3. Where entrances to the Academy are not flat, a ramp is supplied for access.
- 9.4. The corridor flooring and lighting is designed to support those who are visually impaired.

10. Monitoring and review

- 10.1. This policy will be reviewed on a three yearly basis or when new legislation or guidance concerning equality and disability is published.

Appendix A: Curriculum

The LAB must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of themselves or their parents/carers. The grid below should be completed for the curriculum, physical environment and information provision.

	Target	Strategy	Outcome	Timeframe	Achievement	Review
Short Term	Ensure school wide use of 'Zones of Regulation' to facilitate pupils' independent self regulation.	Provide initial and ongoing training to all staff. Adopt 'Zones of Regulation' approach across the whole school using visual displays and tools to ensure accessibility for all pupils.	Comprehensive use of 'Zones of regulation' teaching tools with all pupils having individual strategies and visual toolboxes to enable self regulation.	July 2025	Staff, parents and pupils will be working collaboratively to develop pupils' independent self-regulation	April 2025
Medium Term	Improve Parent/carer engagement and knowledge of the curriculum.	Provide events that parent/carers can attend	Parent/carers have a greater knowledge of the learning that is offered.	ongoing	Parent/carers report they have a better understanding of the educational offer	January 2026

Appendix B: Physical environment

The LAB should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Location	Item to Improve Physical Access	Activity	Timeframe	Cost (est.)	Review
Medium Term	School Entrance	Cantilevered Gate to ensure all transport can access the school site	Investigate how access to the site could be more inclusive and effective.	July 2026	50K	July 2027
Long Term	Carpark	Maximise parking for staff, parent/carers and transport.	Re-configuration of existing facilities.	July 2026	TBC	July 2027

		To include assessment of health and safety around movement of vehicles on school site.				
--	--	--	--	--	--	--

Appendix C: Information

The LAB should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of themselves or their parents/carers.

	Target	Strategy	Outcome	Timeframe	Achievement	Review
Short Term	Review the accessibility of communication between school and home to ensure that it is clearly understood.	Audit the current information delivery procedures.	Home school information is monitored by the Pastoral Team.	Ongoing	Pupil and parental feedback is positive.	July 2025

Long Term	Ensure all documentation available on our website is accessible to our parents	Audit website and make use of video and symbols to support access	All information is fully accessible	Ongoing	Parental feedback positive with clear understanding where important documentation and information is kept for reference.	January 2026
--------------	--	---	-------------------------------------	---------	--	--------------