Forest Lodge Academy

Accessibility Plan

Policy/Procedure management log

Document name	Accessibility Plan
Trust approval	January 2026
Date approved by AGB	Spring 2026
Date of review	**January 2027**

Contents

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 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.

At Forest Lodge Academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Forest Lodge Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Forest Lodge Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 school 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, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the school's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 and under the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

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

Aim	Current good 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
Ensure the school curriculum is fully accessible to all pupils including those with a disability	Our school provides an adapted curriculum to ensure all pupils can access learning effectively. We use carefully selected resources that are tailored to support pupils with additional needs. Curriculum materials reflect diversity and include positive representations of individuals with disabilities.	**Short term** To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENCO	Sept/Oct [YEAR]	Appropriate procedures/resources are in place
	Progress is carefully tracked for all pupils, including those with disabilities, to ensure appropriate support and challenge. Targets are set thoughtfully, ensuring they are ambitious yet achievable for pupils with additional needs.	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	The curriculum is regularly reviewed to ensure it continues to meet the needs of all learners. We make effective use of visual timetables and provide additional aids, such as pencil grips and	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Engagement and involvement

coloured overlays, to support access to learning. Specialist agencies work closely with the school to support both staff and pupils. These include professionals such as Occupational Therapists, Educational Psychologists and the Diabetes Nurse, who provide guidance and tailored strategies where needed.	To pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and, SEND CO PP Lead	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
	<u>Medium Term</u> To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.	SENCo	Termly	Termly report indicate progress
	To promote the involvement of disabled students in school life **<u>Long Term</u>** Review targets and deliver findings to governing body	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies. Evaluate accessibility plan. Modify/adapt accordingly	SENCo/Head teacher Headteacher/Governing Body	Ongoing	Variety of planned activities that reflect the needs of pupils

Improve and maintain access to the physical environment	The school environment is adapted as necessary to meet the needs of pupils. Adjustments include: • Wide corridors to allow ease of movement • Designated disabled parking bays • Accessible toilets and changing facilities • Library shelving positioned at wheelchair-accessible height • A secure door entry system • Dedicated sensory areas to support pupils' sensory needs	**Short term** Provide accessible signage throughout school. Review Library provision to ensure a balance of books at accessible height. **Longer Term** Fencing erected around patched wood area, with a gate for safeguarding.	Identify key areas and design signange. Balance of all books to be available at accessible height.	HT & DHT Site Manager Library Lead HT & DHT Site Manager	Ongoing Ongoing	Accessible provision Secure but accessible site established
Improve the delivery of information to pupils with a disability	Our school uses a wide range of communication methods to ensure information is accessible to all pupils, staff and visitors. These include: • Clear and consistent internal signage throughout the school • Large print versions of key documents and learning materials • Pictorial and symbolic communication systems, including PECS (Picture	Short Term Conduct an audit of current communication methods across the school to identify any gaps in accessibility and implement immediate improvements where required. Medium Term Provide targeted staff training to embed	Written information will be provided in different formats as necessary. Ensure events are held at different times so more parents can attend and that access for all is granted.	Teachers Senior Leaders Office Staff	Ongoing Ongoing	Accessible provision Secure but accessible site established

	Exchange Communication System) • Visual timetables and now-and-next boards to support understanding of routines • Simplified language and adapted written materials where appropriate • The use of assistive technology to support communication and access to learning These approaches help to ensure that all members of our school community can access information in a way that meets their individual needs.	consistent use of inclusive communication strategies, including visual supports and assistive technology. Long Term Meeting Establish an annual review process, incorporating pupil and parent voice, to ensure communication methods continue to evolve in line with the needs of the school community.				
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	• Specialist advice is sought and implemented where appropriate to support individual pupil needs. • Statements and Education, Health and Care Plans (EHCPs) are used to inform and develop personalised programmes of study.	**Short-Term** Review existing Health Care Plans and Risk Assessments to ensure they fully support access **Medium-Term** Strengthen staff confidence in implementing plans effectively	Audit all current Health Care Plans and Risk Assessments and update where necessary in consultation with parents and relevant professionals Provide training for staff on implementing Health Care Plans, Risk Assessments and medical procedures	SENDCo / Inclusion Lead SENDCo / School Nurse / SLT	July 2026 July 2027	All plans reviewed and updated; staff aware of individual requirements Staff demonstrate confidence and consistency in applying agreed procedures

		Long-Term: Embed a proactive review cycle to maintain full access	Establish annual review cycle with input from specialist advisors and parents	SENDCo / Governors	July 2028	Plans remain current, responsive and enable full participation in school life

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 Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy
- Health and Safety Policy
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Appendix 1: Accessibility audit

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete
Number of storeys	2 storey building with lift access to upper floor	Maintain lift servicing and ensure access remains unobstructed	Site Manager	Ongoing (annual service)
Corridor access	Corridors are wide enough to allow wheelchair access and safe movement	Regularly monitor to ensure corridors remain clear and compliant	Site Manager / All Staff	Ongoing
Lifts	1 lift providing access to upper floor	Ensure lift is serviced annually and emergency procedures are in place	Site Manager	Annual service
Parking bays	46 parking bays including designated accessible bays	Monitor use of disabled bays and refresh markings if required	Site Manager	Annual review
Entrances	1 main entrance (accessible) and 2 hall entrances (both accessible)	Ensure accessible entry systems remain operational	Site Manager	Ongoing maintenance
Ramps	Not required due to flat access and lift access	Review if site changes occur	SLT / Site Manager	As required
Toilets	Accessible toilet near main entrance and additional accessible toilet upstairs	Maintain facilities and ensure accessibility equipment is in good condition	Site Manager	Ongoing
Reception area	Fully accessible reception area with level access	Ensure layout remains accessible for wheelchair users and visitors	School Business Manager	Annual review
Internal signage	Clear internal signage displayed throughout school	Review signage to ensure clarity and inclusion of symbols where appropriate	SLT / Site Manager	Annual review
Emergency escape routes	Accessible evacuation routes in place with PEEPs where required	Review evacuation procedures and update PEEPs for relevant pupils	Headteacher / SENDCo / Site Manager	Annual review and as needed

Appendix 2: Accessibility plan checklist

This checklist is based on the DfE's advice on the Equality Act 2010.

WHAT TO COVER	TIPS
☐ Your accessibility plan must set out how your academy aims to: • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils	An audit could help you to identify potential barriers to access and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
☐ Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?
☐ Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
☐ Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?