

Lacey Green Primary Academy

Accessibility Plan

Reviewed and Agreed: March 2026



1. Aims

The purpose of the plan is to:

- **Increase the extent to which pupils with disabilities can participate in the curriculum**
- **Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided**
- **Improve the availability of accessible information to pupils with disabilities**

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all staff and pupils without discrimination of any kind.

At Lacey Green Primary Academy, we want all our children to develop a life-long love of learning and to enjoy being challenged to achieve their best, so they are ready for the next stage of their development in this ever-changing world. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

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. If you have any concerns relating to accessibility in school, the complaints policy sets out the process for raising these concerns.

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 and trusts on the Equality Act 2010](#).

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.

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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. 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.

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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • We offer a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources are provided to all pupils and are adapted to meet the needs of all children • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	Regular monitoring of classroom environment and practices through: <ul style="list-style-type: none"> • Learning walks • Formal observation • Tracking pupil progress • Annual reviews (if applicable) 	Principal Head of School Deputy Head SENCO Class Teacher	Ongoing	Pupil Progress Positive parental and pupil feedback.
Improve and maintain access to the physical environment	The environment of the school is adapted to the needs of pupils and parents/carers as required. This includes: <ul style="list-style-type: none"> • Seating • Ramps • Elevators • Corridor width • Disabled parking bay • Disabled toilets • Library shelves at wheelchair-accessible height 	Risk assessment of classroom/office furniture in rooms where we have wheelchair users to ensure furniture and environment in suitable	Principal Head of School Head of Finance and Operations SENCO Class Teacher	Within first 4 weeks of pupil/staff member working in that classroom/office.	Safe working environment for all.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to staff and pupils with a disability.</p>	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Digital, audio or video formats 	<p>Risk assessment of communication methods.</p>	<p>Principal</p> <p>Head of School</p> <p>Head of Finance and Operations</p> <p>SENCO</p> <p>Class Teacher</p>	<p>01/05/2026</p>	<p>An environment ready to receive the hearing or visibly impaired</p>

4. Monitoring arrangements

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

5. Links with other policies

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

- Health & Safety policy
- Equality & Diversity Statement & Objectives (public sector equality duty)
- Special educational needs (SEN) information report
- SEND and Disability policy