

## Accessibility Plan – Lodge Park Academy

In formulating this plan the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability Gender Re-assignment, Marriage and civil partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation. This plans pays due regard government law, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN code of Practice (2014) and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001.

### 1. Improving Access to the Curriculum

#### Priority 1 – Ensure that the curriculum and academy environment are able to support diverse needs

Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	RAG
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	VP/AP and Senco	Ongoing	Students across all areas making good or better progress against attainment targets	VP/AP and Senco	Analysis of student progress; academy self-evaluation processes; SLT / Governing Body	Supported by curriculum budgets and staffing	Green
1.2 Multi Agency assessments actioned for all students at risk	Senior DSL, Senco	Ongoing	Support actions and strategies identified and implemented for individual students, reduced risk	Through line management reporting structure	SLT line management	Supported by training and Pastoral Team at LPA	Green
1.3 External agency support is identified for all students in need	Senco, Senior DSL	Ongoing	Specific actions/functions put in place to support	Monitored from Academic Leads, Pastoral team, DSL	SLT line management	Supported by curriculum budgets and staffing	Green

			individual students				
1.4 Alternative curriculum students access balanced curriculum	AP Teaching and Learning, Senco	Ongoing	Personalised curriculum provision in-house/externally	Academic progress monitoring	Reviewed by appropriate staff through line management structure	Supported by curriculum budgets and staffing	Green
1.5 Students with identified needs have access to laptops and resources to support learning	Senco, Pastoral Team	Ongoing	Resources, support actions and strategies identified and implemented	Through line management reporting structure	Reviewed by appropriate staff through line management structure	Supported by curriculum budgets and staffing	Green
1.6 All students potential need identified and assessed for GCSE access arrangements	VP, Senco, Pastoral Team	Ongoing	Resources, support actions and strategies identified and implemented	Through line management reporting structure	Reviewed by appropriate staff through line management structure	Supported by curriculum budgets and staffing	Green
1.7 Academy environment reviewed by relevant senior manager to ensure access for all	Area Operations Manager/ Regional Estates Manager	Ongoing	Clear safe access for students, staff and visitors	Reviewed annually or as necessary for individuals needs	Review and evaluation regularly by REM/AOM and external inspection	Premises /Capital budgets.  Any external funding/bids	Amber

**Priority 2 – To improve outcomes for students and staff by improving access to the physical environment**

<b>Actions</b>	<b>Person/s leading</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring &amp; support arrangements</b>	<b>Evaluation</b>	<b>Finance, resources and training</b>	<b>Status</b>
2.1 to ensure all students and visitors access all areas of the academy	Regional Estates Manager/ Area Operations Manager	Ongoing	Clear access for students, staff and visitors	Reviewed termly in health and safety meetings	Review and evaluation regularly by REM/AOM and external inspection	Premises /Capital budgets.  Any external funding/bids	Amber
2.2 Emergency evacuation systems to include alarms; evacuation processes reviewed for suitability and safe evacuation of disabled persons	Regional Estates Manager/Area Operations Manager	Ongoing	All occupants quickly aware of evacuation and alarms and evacuation process safely and quickly completed	Regular testing of system; regular evacuation drills, timed and logged	Review and evaluation regularly by REM/AOM and external inspection	Premises /Capital budgets.  Any external funding/bids	Green
2.3 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	Regional Estates Manager/Area Operations Manager	Ongoing	All building and areas of site to be accessible by all	Review and evaluation regularly by REM/AOM and external inspection	Review and evaluation regularly by REM/AOM and external inspection	Premises /Capital budgets.  Any external funding/bids	Red
2.4 Classrooms optimally organised for disabled/pregnant students	Regional Estates Manager/Area Operations Manager	Ongoing	Provision in place to ensure access and suitability of classroom arrangements for these students general and in relation to specific needs	Pastoral staff Site team	Review and evaluation regularly by REM/AOM and external inspection	Premises /Capital budgets.  Any external funding/bids	Amber