



Lisle Marsden Church of England Primary Academy

Accessibility Plan for Disabled Pupils

Effective Date: 03/03/2026
(adopted by Governors)

Review Date: 03/03/2027

This procedure is non-contractual and can be amended by the academy at any time

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This procedural policy has been formulated in line with guidance provided from the Department of Education (DFE) and The Education Funding Agency (EFA) and sets out statutory requirements to be followed by all academies which meet Education (Independent School Standards (England) Regulations 2010 Schedule 1, Part 7. The policy sets out a procedure consisting of four stages: informal stages (stage 1 and stage 2), formal stage (stage 3) and a panel hearing stage (stage 4).

The Lisle Marsden Church of England Policy is available online to both parents and members of the public on the academy website. www.lisle.ne-lincs.sch.uk/ It is also available to both parents and members of the public via the Academy Main Reception Office on request.

1. Aim

- This Plan has been written with regard to The Equality Act 2010 (Specific Duties) Regulations which came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. These characteristics are: age, disability, gender re-assignment, race, religion/belief, gender, sexual orientation, marriage/civil partnership, and pregnancy/maternity. Every person is represented by one or more of the characteristics, so the act protects everyone against unfair treatment. This plan is mainly concerned with accessibility for disabled persons at Lisle Marsden Primary Academy.

2. Definition of Disability

- The Equalities Act 2010 defines disability as follows:
‘A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities’.

3. Key Objective

- To reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. The commitment to treating pupils fairly extends to employees, other Academy stakeholders and visitors.

4. Principles

- a) Compliance with the Equality Act 2010 is consistent with the school's aims, ethos and equal opportunities policy, and the operation of the school's SEND policy.
- b) The school recognises its duty under the Equalities Act 2010:
 - not to discriminate against disabled pupils in any way, including in terms of admissions, exclusions and provision of education and associated services
 - not to treat disabled pupils less favourably

- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
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- The Academy values parents/carers' knowledge of their child's disability and recognises the potential effects a disability can have on a child's ability to carry out normal activities, whilst also respecting the parents/carers and child's right to confidentiality. In performing their duties, governors and staff will have regard to the SEND Code of Practice 2014.
 - The Academy provides all pupils with access to an inclusive, broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils so that potential barriers to learning can be overcome. All children are assessed against personal targets that are challenging but realistic and which take account of diverse learning needs.
 - Lisle Marsden Primary welcomes all children. Parents/carers are invited to contact the school to discuss their child's disabilities and to discuss any special arrangements that may be necessary to allow the child full access to the school curriculum and its resources. Similarly, parents/carers are encouraged to inform us if they themselves have a disability for which we could make any reasonable adaptations or adjustments.
 - The Academy currently has children with a range of disabilities, including autistic spectrum, Down's syndrome, hearing or visual impairment and moderate and specific learning disabilities. The academy meets the needs of wheelchair/frame users (pupils, parents/carers or members of staff) by ensuring the following features are in place:
 - the Academy is all on ground level, with no steps and is wheelchair-accessible
 - there are disabled toilets, one with a shower facility
 - classrooms and shared areas are spacious and well lit
 - there is disabled access to the car park
 - there are two wide designated disabled car parking bays
 - the main building can be accessed from the car park via drop down curbs.
 - Our procedures and facilities are continuously monitored, as individual circumstances can change and new pupils can join us throughout the year. When a pupil's disability might prevent access to the curriculum or any other aspect of school life, we seek to modify our approach to the curriculum or to alter our physical arrangements. Practical examples of how we achieve this have been:

- providing pupils who have physical disabilities with appropriately adapted or different activities within PE
- providing opportunities for individual additional support within and outside the classroom
- liaising with residential providers to ensure inclusion of all pupils
- provision of assistive technology
- use of communication symbol systems e.g. Makaton, PECS, Widgit
- providing tables of the appropriate height to allow wheelchair access
- reorganising classroom layout to improve pupil movement
- provision of coloured overlays or different colour tints for paper and exercise books.

5. Increased Access for Disabled Pupils to the School Curriculum

- Improving teaching and learning lies at the heart of the Academy's ethos. Through self-reflection and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school, such as attending age relevant after school clubs, leisure and cultural activities and educational visits.

Lisle Marsden C of E Primary Academy Accessibility Plan 2026-27

AIM	STRATEGY/ACTION	OUTCOME	PERSON/S RESPONSIBLE	TIMEFRAME	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	Children have a Pupil Passport outlining their needs, which is agreed with staff and parents.	Children have full access to a broad and deep curriculum that promotes a love of learning.	All teaching and support staff.	Autumn Term 2024 and ongoing	All staff are enabled to best support pupils with a disability and fully understand their individual needs.
	Relevant staff trained in specific medical needs, e.g. epipens and diabetes.	Relevant staff are equipped and have the understanding to best support pupils with a disability.	Relevant teaching and support staff.	Ongoing	
	Advice and support from outside agencies sought and followed for individual children.		Relevant teaching and support staff.	Ongoing	
	Before and after school clubs are planned to include children with disabilities.		Support staff and SENCO	Ongoing	
	Trips and visits are accessible to all. Risk assessments are completed for individual needs where appropriate.		Relevant teaching and support staff.	Ongoing	
Improve and maintain access to	The school is a single storey building, which	Training for staff around different	SENCO	In place	All classrooms are set to best support

the physical environment	is wheelchair accessible.	disabilities and needs.			children with hearing and visual impairment and any other disabilities.
	The school has disabled facilities available, including parking, toilets and showers.		SENCO, teachers and support staff	In place	
	Awareness of access needs for staff, parents, visitors and provision in place.			In place	Access plans are completed as part of children's Pupil Passport and risk assessment when required.
	Intimate care plans in place where needed.	Planned transitions and sharing of information for children with disabilities.	SENCO, teachers and support staff	On going	Intimate Care Plans shared with all staff involved. Plans updated after consultation with parents, TA and teacher
	Risk assessments for individual children when required. Do we do this		SENCO	Ongoing	Risk assessments are used and updated as appropriate
	Advice and support from outside agencies sought and followed for individual children (ETHV, physiotherapy, occupational therapy).	Meetings with SENDCO and external agencies to discuss and understand	SENCO, teachers and support staff	Ongoing	Staff informed of advice and new support put in place with plans updated as necessary

		children's individual needs.			
Improve the delivery of information to pupils with a disability.	Written information is adapted for children with visual impairments as advised by ETHV. Coloured paper, overlays and screen backgrounds are available. Symbols are added to knowledge notes to support written information given to children. Key members of staff are Makaton trained. Liaise with ETHV to supply/loan relevant auditory equipment and to organise regular hearing aid checks	Ensure all resources are adapted for visually impaired children e.g. reading diaries, tray labels. Time and training on how to adapt resources.	SENCO – link with ETHV team. SENCO and teachers Teachers Relevant teachers and TAs SENCO	Ongoing	Information is presented in a way to enable all pupils' access. All resources are adapted for visually impaired children e.g. reading books, tray labels. Makaton is used to support children. Audio equipment is regularly checked. Reports from HI team are discussed with SENCO.