



**The Lowry Academy**

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# **DISABILITY ACCESSIBILITY**

## **PLAN**

**2025 - 2028**

<b>Disability Accessibility Policy 2025 - 2028</b>			
<b>Approved / Accepted by</b>	The Lowry Academy (UL Academy School) The Local Governing Board		
<b>Author</b>	SEND Co-ordinator – Jennifer Travis		
<b>Policy Originator/owner</b>	SEND Co-ordinator in conjunction with AP for SEND		
<b>Originated/ Adopted</b>	<b>Accepted by</b>	<b>Review Period</b>	
September 2022	LGB	Three yearly	
<b>Date to LGB</b>	<b>Reason</b>	<b>Outcome</b>	<b>Next review date</b>
01.04.2026	Revised policy	Accepted & ratified	September 2028

The policy should be read in conjunction with the school's;

- SEND policy
- Supporting students with a medical policy
- Health and Safety policy
- Equality and diversity policy
- Behaviour Policy

## 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students equally and with respect. Providing access and opportunities for all students without discrimination of any kind is paramount in being an inclusive school. We are committed to providing an environment that enables full curriculum access and values all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

Training of staff is a crucial step in reducing any discrimination, therefore our school regularly trains all staff and governors on equality issues, including the Equality Act 2010.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure 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 on the Equality Act 2010](#). This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and also schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aid or adjustments to premises.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities, for example from healthcare professionals.

### **3. Action plan**

The Accessibility Plan shows how access can be improved for disabled students, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan and will be used to inform to actions of any subsequent plans.

The 3 areas considered in this plan are:

a) **Improving Education and related activities** - The school will continue to seek and follow the advice of appropriate specialists. The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of students with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities, such as trips and extra-curricular clubs. Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all students. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

b) **Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school** - The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) **Improving the provision of information** -The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

### **4. Monitoring arrangements**

This document will be reviewed every year. It will be reviewed by the Governing board, Principal, SENDCo and Health and Safety lead.

Accessibility Action Plan {State years the plan covers}			
Section 1: How does school deliver the curriculum? (Educational Provision)			
Accessibility outcome	Actions	Person Responsible	Timescale
<p>All departments will incorporate Universal Design for Learning strategies to reduce barriers to participation. The UDL principles are as follows:</p> <p>Multiple Means of Engagement</p> <p>Multiple Means of Representation</p> <p>Multiple Means of Action &amp; Expression</p> <p>The Lowry Lesson allows for all these principles to be delivered to SEND students.</p>	<p>Quality assure:</p> <ul style="list-style-type: none"> <li>• Teach, Check, Practice cycles – chunking of information.</li> <li>• Explicit teaching of key vocabulary – definitions, synonyms, use of the word in a sentence.</li> <li>• Clear and concise ‘Teach’ phase – remove distracting information to prevent cognitive overload.</li> <li>• Use of pre-planned analogies and concrete examples.</li> <li>• Participation in checking for understanding tasks e.g. – are whiteboards in the ready position and held up, are students answering all questions.</li> <li>• Access to and creation of models and scaffolds before independent practice.</li> <li>• Active Observation during independent practice –</li> </ul>	<p>SENDCo, ICT Coordinator, VP Teaching &amp; Learning, Teaching Staff, SEND Team, Assistant Principal - Curriculum</p>	<p>Ongoing</p>

<p>Classroom practitioners to facilitate accessible teaching resources</p>	<p>students receiving 1 to 1 instruction from teacher.</p> <ul style="list-style-type: none"> <li>• Targeted Seating Plans – students sat in correct place for their needs.</li> <li>• Live Marking and responsive teaching – instant feedback.</li> </ul> <p>Provide:</p> <ul style="list-style-type: none"> <li>• overlays,</li> <li>• adjustable desks;</li> <li>• specialist technology;</li> <li>• specialist equipment (as directed by external services)</li> </ul>		<p>Ongoing</p>
<p>Reinforce responsibilities of all teachers with regards to SEND support</p>	<p>Ensure teachers follow SEND guidance through:</p> <ul style="list-style-type: none"> <li>• Learning walks,</li> <li>• Regular updates in staff briefing for high profile SEND students.</li> <li>• Ongoing CPD for key strategies for classroom settings.</li> <li>• Following Lowry Lesson steps as highlighted above – high quality teaching and learning supports all students, especially SEND.</li> </ul>		<p>Ongoing</p>

<p>Ensure access to the curriculum is co-produced with parents and families.</p>	<ul style="list-style-type: none"> <li>• Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> </ul>		<p>Ongoing</p>
<p>Increase participation in school/co-curricular activities</p>	<ul style="list-style-type: none"> <li>• Half termly SEND student voice to assess quality of curriculum access.</li> <li>• Annual parent SEND consultation.</li> <li>• Student passports to be produced in collaboration with parents and reviewed regularly.</li> </ul> <ul style="list-style-type: none"> <li>• Audit participation in extra-curricular activities and identify any barriers</li> <li>• Ensure school activities are accessible to all students</li> <li>• Investigate TA flexibility to cover extra-curricular activities if needed</li> <li>• Training on risk assessments for trips and extra-curricular activities to be provided.</li> </ul>		

Increase disability representation in the curriculum

- Our curriculum will ensure that disability is visible, normalised and represented positively across subjects, avoiding tokenism or deficit-based perspectives.
- Disabled role models in subjects – e.g. Stephen Hawking in Science, Frida Kahlo in Art. Inclusivity in PE lessons e.g. teaching of Paralympic athletes and an understanding of how sports can be adapted for inclusion e.g. wheelchair basketball/netball.
- Each department to identify opportunities to include disabled role models in the curriculum, avoiding tokenism and stereotype-based portrayals.
- Inclusive PSHE content -e.g. What is disability - visible and non-visible disabilities. Understanding stereotypes and misconceptions, ableist language and behaviour, the Equality Act 2010, Reasonable Adjustments and why they matter.





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**The Lowry Academy – SCHOOL ACCESSIBILITY ACTION PLAN**