Accessibility Plan

Date Published	**July 2026**
Version	**3**
Approved Date	**July 2026**
Review Cycle	**Annual**
Review Date	**July 2027**

An academy within:

"Learning together, to be the best we can be"

1. Aims

1.1. We have a requirement under the Equality Act 2010, to have an accessibility plan and the purpose of this plan is to:

- Increase the extent to which disabled people 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.

1.2. At Lotus Academy we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The vision

At Lotus Academy, we envision a community where every pupil feels valued, understood, and empowered to succeed. We strive to develop confident, resilient individuals who communicate effectively, build healthy relationships, and take pride in their achievements as they prepare for a fulfilling future.

1.3. Lotus Academy will not only provide a curriculum which will enrich the lives of those who attend, it will be an activist for positive change for all our pupils, our school and the global community.

1.4. The vision for Lotus Academy was formulated from research and ideologies which underpins all that we do.

1.5. We have specific curriculum drivers which support young people to develop further lifeskills alongside their academic learning. These drivers are healthy relationships, resilience, independence and communication.

1.6. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In addition, the school supports any available partnerships to develop and implement this plan.

1.7. We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff (and governors)

2. Legislation And Guidance

2.1. This plan meets the requirements of schedule 10 of the Equality Act 2010 and the government guidance for schools on the Equality Act 2010. This defines an individual as disabled if the 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.

2.2. The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. "Long-term" generally means lasting, or likely to last, 12 months or more, and "substantial" means more than minor or trivial. This can include sensory impairments and long-term medical conditions. The school recognises that not all disabled pupils have SEND and not all pupils with SEND are disabled under the Equality Act 2010.

2.3. We are required to make "reasonable adjustments" for pupils with disabilities, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, provision of an auxiliary aid or adjustments to premises.

2.4. This plan complies with the funding agreement and articles of association.

3. Action Plan

3.1. The action plan at Appendix A sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

4. Monitoring Arrangements

4.1. This plan will be reviewed at least annually in order for it to remain up to date with each new cohort.

5. Digital Accessibility Commitment

5.1. As part of our ongoing efforts to ensure inclusivity, Lotus Academy is committed to making all digital content accessible in accordance with the Web Content Accessibility Guidelines (WCAG) 2.2, Level AA standard. This includes our website, online learning platforms, and digital communications.

5.2. We aim to ensure that:

- All users, including those with visual, auditory, cognitive, or motor impairments, can access and navigate our digital resources independently.

- Content is presented in clear, readable formats with alternative text for images, accessible navigation, and compatibility with screen readers and assistive technologies.

- Regular accessibility audits and user feedback inform updates and improvements to our digital platforms.

5.3. This commitment aligns with the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We will continue to monitor and improve digital accessibility to meet the evolving needs of our school community.

5.4. Non-digital information will also be made available, where appropriate, in alternative formats to ensure accessibility.

6. Links With Other Policies

6.1. This plan is linked with the following policies and documents:

- Nexus Single Equalities Policy
- SEND Annual Statement
- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy

Appendix A – Action Plan

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Increase access to the curriculum for pupils with a disability	• Differentiated curriculum • Tailored resources • Curriculum resources • Progress tracking • Appropriate targets • Regular review of curriculum	Offer a variety of care designed to support learning to meet additional needs of young people	Pastoral support, timetable adaptations Speech and language therapy programmes Specific training in word processing skills Use of access arrangements for assessment/National tests Music therapy and emotional behaviour support workers to work directly with pupils.	SENCO	On going	Needs of all learners met enabling positive outcomes
		Effective communication with parents and carers	Introductory meetings in the autumn term to teachers, followed by termly meeting with parents and carers. Regular contact with parents regarding behaviour, attainment and progress. Annual EHCP review.	SLT	On going	Increased engagement of parents
		Training for staff on increasing access to the curriculum for all pupils	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Speech and language, EP etc TA training on adapting lessons for pupils.	SENCO	On going	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
			Staff meetings addressing inclusive practice and SEND procedures. SLT to complete 1:1 sessions with teachers`			
		Effective use of resources and specialised equipment to enable everyone to access the curriculum	iPads, laptops and clicker available to support children with difficulties coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg visual timetable and communicate in print	SENCO	On going	Children have appropriate equipment and resources which supports their learning and remove barriers to learning
		Adaptations to the curriculum to meet the needs of individual learners	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. Curriculum drivers support holistic learning for pupils and promote life skills.	Teachers	On going	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum.

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve and maintain access to the physical environment	Lifts Corridor Width Disabled parking bays Disabled toilets Items at wheelchair height including light switches etc	Ensure all health and safety procedures are being followed and reviewed	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	Site Manager / SLT	On going	There is safe access throughout the school No accidents or near misses
		Improvements to help the visually impaired	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Site Team where applicable	Site Manager	On going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
		Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Site Manager	On going	People with disabilities can move unhindered along exterior pathways
		Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Site Manager	On going	People with disabilities can move safely around the school

Aim	Current Good Practice	Objectives	Action To Be Taken	Person Responsible	Completion Date	Success Criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage Large print Pictorial or symbolic representations	Effective use of resources and specialised equipment to enable pupils with a disability to access the curriculum	Review of current offer to determine next steps. Use of resources/Visual Impairment team and Hearing Impairment team and equipment to support visually impaired students.	SENCO	On going	Pupils with disabilities can access and achieve within the schools curriculum