



Lumen Academy

Embrace Educate Empower

Accessibility and Disability Plan

Policy Date: August 2024

Review Date: August 2025

Document History

Version	Status		Date	Author	Summary Changes
V1			Aug 24	M Sethi	

1.Aims

Education institutions 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 pupils can participate in the curriculum
- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and their families.

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the academy website, and paper copies are available upon request. Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The academy supports any available partnerships to develop and implement the plan, including but not limited to those provided by Warwickshire Local Authority. Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and directors.

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. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Director/Principal.

Area	Target	Actions	Lead Person	Time Scale
Participation	To ensure all pupils/parents with disabilities are involved in relevant decision making	Establish consultative group with representatives from disabled people. Survey the views of disabled learners in the academy. Collect views of the children and their parents with SEND (Special Educational Needs and Disabilities) to make sure provision is matched to their needs and to ways to continue to improve.	SENCO	Annual meetings, or as required.
Management and Administration	To ensure that accurate pupil records are kept for pupils with a disability/ SEND & are accessible within academy & to parent /carers on request.	Pupil files on (paper or digital) are updated and completed termly in detail in the SEN package.	SENCO and Pastoral lead	September/ Ongoing
	All curriculum academy policies are to include statements on disability and inclusion.	As each aspect or subject policy is reviewed, a statement on equality of access should be added if it is not already present.	Subject teachers / Leadership Team	Ongoing review with timescale in policy schedule
	Provision Management further developed across the academy.	To meet the needs of identified pupils and support staff are used effectively.	SENCO and Principal	Termly
Admission and Suspensions	To improve the induction process for pupils with SEND	SENCO to visit feeder schools/ pupil's previous schools/academies or take part in home visits for new children entering the academy.	SENCO	Ongoing
	Continue to develop and improve induction process for pupils with SEND	Arrange pre-induction visits for parents to meet with the SENCO, Pastoral Lead Mentor and the teacher to clarify needs and identify necessary provisions – write care plans where necessary.	SENCO	Ongoing
Academy Self-Evaluation	To maintain a clear picture of the attainment of inclusion groups in relation to other children in the academy and take actions to address underachievement.	Embed use of tracking grids to monitor attainment data of groups vulnerable to underachievement and measure the gap between these pupils and the cohort. Where issues arise, additional actions will be planned for to redress the issue – these will be	Principal SENCO	Termly

		detailed in yearly action plans for 'Inclusion'.		
	To consolidate the local offer and to embed within academy.	Use the Special Educational Needs and Local Offer to ensure our provision is fully compliant.	SENCO	Ongoing
Provision	To improve provision for pupils with a disability or SEN	Observe lessons across the academy with a focus on inclusion – provide advice / training to staff as identified by outcomes of observations and discussion.	Principal SENCO	October baseline
		Audit resources (textbooks, reading material, posters etc.) available in the academy to ensure that they reflect children represented in the academy and in society as a whole.	Principal SENCO Subject teachers	Autumn Term
		Continue to develop the 'Provision Map' to ensure that resources are updated and best matched to children with the greatest need, fairly across the academy.	SENCO	December, March, June
	Ensure staff have the knowledge, understanding and confidence to support disabled pupils or those with SEN in accessing all aspects of academy life.	Provide all staff with training/briefings on the conditions found in our academy (autism, dyslexia, sensory impairments, ADHD, dyspraxia, craniosyntosis, hydrocephalus, haemophilia, diabetes) and others as they arrive, and how children can best be supported in accessing all areas of academy life. Provide both generic and bespoke training for support staff in delivering effective interventions.	SENCO to arrange (with outside agencies when necessary) Principal SENCO	Termly training
Information	Improve communications with parents.	Identify families who would benefit from enlarged text, translation or send electronically etc. Make the academy newsletters/prospectus/profile available in large print format or send electronically.	SENCO and Admin Staff	Autumn term review each year of who needs this.

	Improve the quality and accessibility of signage around the academy.	Ensure that signs displayed around the academy are clear to read and where possible supported by pictures to support understanding for children & adults who struggle to read.	SENCO to monitor – all staff to address the issue	Ongoing over the 3-year period
Physical Access	Improve ease of access for all stakeholders	A focus of half termly site inspections	Principal / Director	Ongoing over the 3-year period
Review	To self-evaluate and review this accessibility plan and action any outstanding items.	To self-evaluate success against this plan and all actions and incorporate any emerging actions. Report to SLT & Director.	SENCO	Termly

Reviewed By:

Monika Sethi

August 2024

Next Review Date:

August 2025

Approved by Director:

17th August 2024

Signed:



Monika Sethi
Principal and Director