

Lift Schools documents

Accessibility Plan

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| Name of school | Lift Lea Forest |
| Last reviewed | September 2025 |

1. Plan

- 1.1. This accessibility plan (the plan) should be read in conjunction with our trust wide accessibility policy.
- 1.2. The plan is compliant with current legislation and requirements as specified in schedule 10, relating to disability, of the Equality Act 2010. The principal, SENDCO, area site manager, and regional estates operations manager are accountable for ensuring the implementation, review, and reporting on progress of the plan over a three year period.
- 1.3. This plan has been drawn up based upon information supplied by the trust and the Local Authority (LA), and in conjunction with pupils, parents, and staff of the school. This will advise other school planning documents.
- 1.4. The plan is structured to complement and support the trust's equality objectives. Ofsted inspectors may include a school's accessibility plan as part of their school website review and will advise upon the compliance to the Equality Act 2010.
- 1.5. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.6. The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:
 - 1.6.1. Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
 - 1.6.2. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils. This will cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
 - 1.6.3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- 1.7. The plan relates to the key aspects of the physical environment, curriculum and written information.

- 1.8. Whole school training will recognise the need to continue raising awareness for staff on their duties under the Equality Act 2010.

| Planning area | Targets | Strategies | Timescales | Lead | Success criteria |
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| Access to the physical environment | | | | | |
| Paths - Staff and visitor access to carpark - | Resurface paths removing slabs and using tarmac to create an even level surface. | Improve exit and entrance from all exits of the building | By Sept 2026 | Lift Estates Team | Uneven paved slabs and kerbstones removed and replaced with a level tarmac surface |
| Paths - Entrances and Collection Points | Resurface paths removing slabs and using tarmac to create an even level surface. | Improve exit and entrance from all exits of the building | By Sept 2026 | Lift Estates Team | Uneven surfaces, damaged drains and any root damage removed and replaced with a level tarmac surface from gates to entrance doors |
| EYFS lobby and Reception corridor doors | Removal of step access and replacement with tarmac ramp to match Year 1 building | Improve exit and entrance from all exits of the building | By Sept 2026 | Lift Estates Team | Removal of step access from the playground facing doors |
| Improve access to all street level entrances by resurfacing and removing steps where possible Ramp access to Door 1, Door 2 and Door 4 at Street Level | Evaluate if a ramp is suitable to replace the steps. | Improve exit and entrance from all exits of the building | Completed by Sept 2026 | Lift Estates Team | All main exits and entrances from the Building are step free (Currently only Door 3, Staff Entrance and Main Entrance are.) |

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| Fob access to the upper carpark pedestrian gates - Improve security and usability of the gates for all users | Improve security and usability of the gates for all users by adding fob access and self closing function. | Gate to be added to Paxton NET2 controls and closing / locking mechanisms fitted | Completed Sept 2025 | Lift Estates Team | Gate is fully operational and in use daily |
| Link Corridor Rear entrance and path | [E] Improvement of access from Link corridor to the KS1 Playground with improved, widened ramp, new safety rails and better paving. | Rebuilding of ramp at the rear of the link corridor to improve access, replacement/re moval of safety railing and new tarmac ramp down into the playground . | Completed Sept 2025 | Lift Estates Team | Ability for wheels chairs / push chairs to use the ramp successfully to turn and exit the block. |

| Planning area | Targets | Strategies | Timescales | Lead | Success criteria |
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| Access to the curriculum | | | | | |
| Ensure technology is used to ensure written information can be made accessible to children with reading and/or visual difficulties. Orcam Pens or other suitable resources to make documents accessible are to be implemente | To ensure all children can access curriculum material regardless of abilities. | Use of new and existing software and hardware to aid children with reading and / or learning difficulties supported by SENDco and Technology Team | Sept 2025 onward | R Ward S Cunningham J Croxon | Demonstration of tech being used in classes on a daily basis. Clear impact of use by children. |

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| Ensure that curriculum materials are available in accessible formats, such as digital text, Braille, or large print. | To ensure all children can access curriculum material regardless of abilities | <p>Sans-serif Fonts: Sans-serif fonts like Arial, Helvetica, or Verdana are often recommended for individuals with dyslexia. larger font sizes (around 14-16 points or more) are easier to read for individuals with dyslexia.</p> <p>Ensure that PDFs are created with accessibility in mind, using tags and alternative text for images.</p> <p>Line Spacing: Increase line spacing (leading) to provide more white space between lines, which can improve readability.</p> <p>Ensure that ILPs/SSPP/ clearly outline appropriate accommodations for students with disabilities.</p> | Ongoing | R Ward S Cunningham | <p>Demonstration of accessible formats being used in classes on a daily basis.</p> <p>Use accessibility checklists or tools to identify potential barriers.</p> |
| Ensure that assessments are accessible to all students, regardless of their disabilities. | To ensure that all children can access assessments, regardless of abilities. | 1-1 Reader in Maths Assessments. Offer alternative formats for assessments, such as Braille, large print, or digital text. | Ongoing | R Ward S Cunningham | Children are able to access assessments and accurate assessment are obtained. |

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| | | <p>Ensure that ILPs/SSPP/ clearly outline appropriate accommodations for students with disabilities. Provide flexible assessment options, such as extended time, oral presentations, or modified tasks.</p> <p>Support students with disabilities by providing appropriate AT for assessments, such as screen readers, speech-to-text software, or adaptive input devices.</p> | | | |
| Ensure that breakfast, lunchtime and after-school clubs are accessed by all children | To provide equal opportunities, accessibility and inclusion in all aspects of children's school life. | Working collaboratively with parents. Make sure the children are part of a fair selective and applying process. Half-termly club registers monitored. Equipment ordered, if needed, to meet the needs of the children. | Ongoing | R Ward S Cunningham B Seera M White M Walker | All children are attending clubs. |
| Ensure that all school trips & residential visits are accessible for children with | To ensure children have the opportunity to attend all trips and residential | Thorough planning through advance Pre-visits. -Risk Assessments to be planned well in advance with clear | Ongoing | R Ward S Cunningham J Croxon M White | Planning of school trips considers pupils with SEND so that they have the same opportunities as their peers. |

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| learning or physical disabilities. | visits. | expectations and requirements for children with SEND. -Extra staff to provide 1:1/group supervision | | | |
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| Planning area | Targets | Strategies | Timescales | Lead | Success criteria |
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| Delivery of written information | | | | | |
| Ensure all letters and documents are shared across multiple platforms and all parents can request audio copies or translated copies if required | To ensure all parents have access to the correct information at all times and are aware of school events using all available communication channels | Letters, newsletters and key documents can be translated or Audio copy provided upon request using translate features of Google Suite and Schools Recording facilities. | Sept 2025 onwards | J Croxon K McCarthy Office Team | All parents have access to information freely Use of freely available tools in google suite (Gemini and Google Translate to translate texts for parents) |
| Ensure technology is used to ensure written information can be made accessible to children with reading and visual difficulties using screen readers, Orcam Pens or other | To ensure all children can access curriculum material regardless of abilities. | Use of new and existing software and hardware to aid children with reading and / or learning difficulties supported by SENDco and Technology Team | Sept 2025 onward | R Ward S Cunningham J Croxon | Demonstration of tech being used in classes on a daily basis. Clear impact of use by children. |

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| suitable resources to make documents accessible. | | | | | |
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