

Lift Schools documents

Accessibility Plan

Name of school	Lift Barton Hill
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
Access to the physical environment					
To improve access to the Forest School Area	All children are able to access the Forest School Area.	Create a path into the Forest school area to allow children with physical difficulties access.	To be achieved by 2025	Headteacher Area Site Manager	For all pupils to be able to access the Forest School Area independently.
First Floor Classrooms and Music Room	All children to be able to access their classrooms.	As all year groups have 3 classes, any child or adult with mobility issues will be placed in a ground floor class and risk assessed. Music will happen in the classroom or hall, rather than the music room.	Monitor this over the next 4 years	Headteacher Area Site Manager	For all children to be able to access the learning within their classrooms.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the curriculum					

Barton Hill Academy has a policy of fully inclusive teaching as evidenced with our success in being an IQM Flagship School for Inclusion. Therefore the curriculum areas are accessible and adapted to meet the requirements for every individual where required.

The following aspects are currently in place:

- Staff receive training to support disabled pupils in the classroom
- Specialist staff on role who provide training and support, including health
- Regular learning walks by the SENCO/SLT to monitor inclusion and access to the curriculum
- The use of ipad and laptops in the classroom are used to increase access
- Homework club is offered for selected students to support learning
- Specialist equipment is purchased when required
- Adaptation of the curriculum to suit needs
- Referrals to outreach services and other agencies to ensure pupils needs are being met adequately
- Handwriting support/touch typing practice offered, including physio
- Equipment available; writing slopes, pencil grips, overlays etc.
- Adjustable desk and chairs available in the classrooms
- Accessible buses for academy trips and visits
- Allowances of extra time in written tasks
- Allowances made of extra time required in moving around the building
- Inclusion Quality Mark to challenge and monitor provision

We do however have an increasing number of children in the academy with Autism, Attachment difficulties and other social and emotional difficulties and we want to further improve access to a safe learning space for these pupils. We want to increase access to the curriculum and improve the physical environment for children with complex needs.

In addition to this there is an increase in children requiring intensive speech and language therapy, which we support with access to TA support to deliver SLCN interventions alongside the therapist.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Delivery of written information					
Barton Hill Academy ensures all information provided to pupils and parents/carers is clear and transparent. We endeavour to make information as user friendly and ensure all information is communicated home where appropriate. The following aspects are currently in place: • The academy uses simple jargon free language for communication with parents/carers • Signs around the school are indicated in clear language, paper copies are available for all pupils					

- Newsletters available electronically for parents/carers via the website and facebook
- Large print worksheets available for pupils with visual impairments in all classrooms upon request
- Teachers are aware of individual needs and will adapt font and text as appropriate

Further actions required for Academic year 2021-2024

Access to information	To ensure all pupils and adults are able to access written information.	To continue with regular learning and site walks to ensure this is maintained.	ongoing monitoring during 2023/24	Headteacher Area Site Manager	For all pupils and adults to access the written information being delivered.
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