

Lift Schools documents

Accessibility Plan

Domain of application	Lift Tamworth
Review cycle	One year
Approved by	Zoe Bidmead, Regional Education Director
Date of last review	September 2025
Date of next review	September 2026

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This Accessibility Plan (the plan) should be read in conjunction with our trust wide Accessibility Policy.

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 3 year period.

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.

This plan is updated to reflect statutory requirements for the setting of equality objectives.

The plan is structured to complement and support the trust's equality objectives. We understand that OFSTED inspectors may include a school's accessibility plan as part of their review and will advise upon the compliance to the Equality Act 2010.

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.

The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:

- 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.
- 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and

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information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan relates to the key aspects of the physical environment, curriculum and written information.

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					
Disabled Access	Any pupil, staff member or visitor with impaired mobility can access the entire building	Dropped kerbs and ramps in place if needed	ongoing	KB	No issues reported with access
Risk Assessments	Any pupil or staff member with either a long term or short term mobility impairment will have an appropriate risk assessment carried out	risk assessment carried out as soon as is practicable	ongoing	JSP	all risk assessments carried out and reviewed as necessary, mitigating subsequent risk to staff, pupils and visitors
Evacuation Chairs	Staff trained in the use of specialist evacuation chairs	staff trained as part of ongoing CPD and specific locations communicated	Annually	JSP	Mobility impaired pupils can safely egress the building when needed
Fire marshal training	nominated staff trained to act as Fire Marshals	staff trained during CPD and roles and responsibilities agreed	When required	JSP	trained marshals can ensure corridors are cleared in a safe and timely manner in the event of an evacuation

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Anaphylaxis Training	Nominated staff to act as first responder in the event of an EpiPen being required	staff trained during CPD and roles and responsibilities agreed	annually	JSP	staff are trained to recognise and take appropriate actions should an anaphylactic episode occur
Parking Management	Disabled staff, visitors and pupils can access the building easily by parking in close proximity to entrances	Visitors car parking spaces allocated near to reception	ongoing	KB	disabled and mobility impaired students, parents and visitors can gain easy access to the Academy.

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Access to the curriculum					
academic curriculum	To ensure that Step Up and Entry Level qualifications (Core) are embedded across the curriculum as an alternative.	Identify staff lead and allow necessary training	ongoing	LGR	Accessible qualifications. Improved access to Post 16 options and pathways.
wider curric	Swimming qualifications. Explore alternative opportunities such as NCFE, food hygiene, Life Skills	Seek information and advice from other provisions as well as LEA local offer	ongoing	CCA	Students can access and successfully complete qualifications in line with abilities/need
trips and visits	Ensure all support plans are shared in advance and at least one identified staff member is aware of need Students are prepared in advance and all key information is shared to	Trip leaders access Arbor and SEND team to develop knowledge of each students particular picture of needs	Ongoing	Trip leader/EMA	All planned trip and visits are accessible by all learners

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	help with change to routine				
use of equipment	iPads, Chromebooks, Reader Pens, overlays, large print become a normal way of working for those with identified and highlighted concessions	To allocate appropriate budget/funding to ensure all students have access to their concession	ongoing	LGR JBR JSP All staff	Improved academic outcomes - progress and attainment
teaching and learning	<p>Ensure CPD is embedded across the year for identified need such as Tourette's, ASD, Sensory difficulties and attachment disorder to help raise staff awareness as well as provide useful strategies to utilise within the classroom</p> <p>Teachers will use ClassCharts to help inform them of student SEN need</p>	<p>Work with CPD lead to develop a calendar of events and training</p> <p>Teachers will access, read and familiarise themselves with student need and be better equipped to help and understand them</p>	ongoing	JSP LGR JBR All staff	Staff have an improved awareness of student need and are able to make the necessary adaptations, approaches to their teaching/resources

Planning area	Targets	Strategies	Timescales	Lead	Success criteria
Delivery of written information					
Website	Website is designed in such a way that users can rapidly access all information	Website is periodically reviewed and updated. Website is audited to ensure all	ongoing	JSP	Website can be easily navigated and understood by all users

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		statutory and academy information is available. Information is in line with Crystal Mark guidance for accessibility			
written comms to parents	All written information is accessible to all parents	readability levels measured and plain English used. Work with Crystal Mark to improve clarity of communications.	ongoing	JSP	Crystal Mark Award achieved
written info to children	All written information is accessible to all pupils	Teaching and Learning CPD to share best practice on lesson planning. Use of Comic Sans MS font to ease readability in letters and powerpoints. differentiated resources matched to pupil literacy levels.	ongoing	All staff	All pupils have appropriately differentiated resources and can access all lessons

