

Accessibility plan

Lyng Hall School

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Document History

Version	Date	Author	Summary Changes
V1	Sept 2026	S Cook	New Policy template

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

Lyng Hall School is committed to promoting equality, inclusion and respect for all members of our school community. We believe that every pupil should feel valued, safe and able to participate fully in school life, regardless of disability, special educational needs, medical needs, background, personal circumstances or caring responsibilities.

Our principles are based on fairness, high expectations, dignity and the removal of barriers to learning and participation. We aim to provide an inclusive environment where differences are recognised, understood and supported, and where reasonable adjustments are made so that pupils can access the curriculum, the physical environment and information as fully as possible.

We work in partnership with pupils, parents and carers, staff, governors, external agencies and the wider trust to identify needs, promote positive relationships and ensure that equality and inclusion are reflected in our policies, practice and school culture.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Lyng Hall School works within the procedures and expectations of Finham Park Multi Academy Trust and Coventry Local Authority to ensure that this accessibility plan is developed, implemented and reviewed effectively. The school seeks advice and support from relevant LA services, external professionals and specialist agencies where appropriate, including services linked to SEND, educational psychology, sensory impairment, physical disability, health, safeguarding and early help.

As part of Finham Park Multi Academy Trust, the school follows trust-wide policies and procedures relating to equality, safeguarding, SEND, health and safety, complaints, estates and risk management. The school works with trust leaders, governors, staff, parents/carers, pupils and external partners to identify barriers to access, make reasonable adjustments and ensure that accessibility remains a shared responsibility across the school and wider trust.

Partnership working may include consultation with Coventry LA, health professionals, social care, specialist teaching services, occupational therapy, physiotherapy, education welfare, early help and other relevant agencies to support individual pupils and improve whole-school accessibility practice.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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/carers, staff and governors of the school.

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 they 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.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our teachers differentiate the curriculum to meet the needs of all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils Staff are supported with making adaptations to meet the needs of all pupils	Short-term: Audit current curriculum accessibility and staff confidence. Medium-term: Embed adaptive teaching strategies and accessible resources across all subjects. Long-term: Ensure pupils with disabilities make progress in line with their peers and can fully participate in all aspects of school life.	Conduct annual accessibility audit of curriculum. Provide training on adaptive teaching and reasonable adjustments. Develop a bank of accessible resources. Monitor participation, attendance and progress of pupils with disabilities. Review SEND and accessibility provision termly.	SENCO Director of Inclusion Subject Leaders	Ongoing, with formal review annually	Progress data for pupils with disabilities is reviewed termly and demonstrates progress broadly in line with peers. Participation of pupils with disabilities in lessons, enrichment activities and wider school life is monitored termly and identified barriers are addressed through appropriate support. Learning walks and lesson observations demonstrate the effective use of adaptations and reasonable adjustments for pupils with disabilities. Feedback from pupils with disabilities and their parents/carers is gathered annually regarding curriculum access, physical accessibility and support, and findings inform school improvement planning.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Pool hoist	Short-term: Identify any barriers within the school site. Medium-term: Address priority improvements identified through audits. Long-term: Maintain a fully accessible and inclusive environment.	Complete annual site accessibility audit. Ensure accessibility is considered in all refurbishment projects. Maintain accessibility equipment and facilities. Seek stakeholder feedback regarding physical access. Update evacuation plans where necessary. Review sensory environments annually to identify and address barriers for pupils with Autism and sensory processing needs.	Site Manager School Business Manager Headteacher	Annual review and ongoing maintenance	Accessibility audits are completed annually and identified actions are addressed through the school improvement and maintenance process. Accessibility equipment and facilities are checked regularly and maintained in working order. Accessibility concerns raised by pupils, staff, parents/carers or visitors are recorded and addressed promptly. Personal emergency evacuation plans are reviewed annually and updated when needs change. Sensory environments are reviewed annually and any identified adaptations are incorporated into school improvement and maintenance plans.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure equitable access to examinations and assessments for pupils with disabilities	Access arrangements are identified through SEND reviews, assessment data, teacher feedback and specialist recommendations. Pupils regularly use approved access arrangements in lessons and internal assessments.	Short-term: Review current examination access arrangements and identify pupils requiring additional support. Medium-term: Ensure all eligible pupils have appropriate access arrangements in place and are familiar with their use. Long-term: Remove barriers to assessment so that pupils with disabilities can demonstrate their knowledge and achieve outcomes in line with their potential.	Identify pupils who may require examination access arrangements. Complete assessments and gather evidence to support applications for access arrangements. Ensure approved arrangements are embedded in normal classroom practice and internal assessments. Provide training for staff on their role in supporting access arrangements. Liaise with the Exams Officer, Access Arrangements coordinator, SEND team, parents/carers and external professionals where appropriate. Review arrangements annually and following any significant change in need.	SENCO Exams Officer Director of Inclusion Access arrangements coordinator	Ongoing, with annual review and prior to examination series	Examination access arrangements for eligible pupils are reviewed annually and implemented in accordance with JCQ requirements. Pupils requiring access arrangements routinely use them in lessons and internal assessments. Access arrangement provision is monitored before each examination series and any gaps are addressed. Assessment outcomes for pupils with disabilities are reviewed annually to identify and address any barriers to achievement.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	The school communicates with pupils and families through Bromcom, email, telephone calls, text messaging and face-to-face meetings. Information is provided in translated formats where appropriate and large-print documents are available on request. Communication methods and formats can be adapted to meet individual needs to ensure information is accessible to all members of the school community.	Short-term: Review accessibility of current communications. Medium-term: Increase availability of alternative formats. Long-term: Ensure all stakeholders can access information independently.	Audit communication methods and identify gaps. Provide information in alternative formats on request. Ensure website accessibility is regularly reviewed. Use visual supports where appropriate. Train staff to produce accessible documents and communications.	SENCO Office Manager ICT Lead	Ongoing, reviewed annually	Requests for information in alternative formats are recorded and met within agreed timescales. Website accessibility is reviewed annually and identified improvements are implemented. Feedback from parents/carers and pupils regarding accessibility of communication is reviewed annually and informs improvements. Staff receive guidance on producing accessible communications and resources.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	Telephone calls for parents' evenings. Pastoral support available through tutors, college and safeguarding teams. Signposting to external agencies and support services.	Short-term: Identify young carers and understand their needs. Medium-term: Establish targeted support and monitoring. Long-term: Ensure young carers are fully supported to achieve positive outcomes and participate in school life.	Maintain an up-to-date register of young carers. Provide access to pastoral support and mentoring. Raise staff awareness of challenges faced by young carers. Liaise with external support organisations. Monitor attendance, wellbeing and achievement of young carers. Offer flexibility around homework and communication where appropriate.	Designated Safeguarding Lead SENCO Pastoral Team	Ongoing, reviewed termly	Attendance of identified young carers is monitored termly and any gaps are addressed through support plans. The register of identified young carers is reviewed termly and updated as required. Wellbeing and achievement information for identified young carers is reviewed termly and appropriate interventions are implemented where required. Pupil voice activities demonstrate that young carers know how to access support in school.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum and school community for pupils with disabilities and those joining through alternative admission routes	Continued liaison with feeder primary schools. Support is provided for pupils with SEND and disabilities through the SEND and pastoral teams. Staff access training to support pupils with additional needs.	Short-term: Strengthen induction arrangements for pupils with disabilities and those admitted through non-standard routes. Medium-term: Improve staff awareness and expertise in supporting specific disabilities. Long-term: Ensure all pupils with disabilities, including those transferring mid-year, are successfully integrated and able to access learning and school life.	Induct and integrate pupils transferring mid-term following permanent exclusion or through Fair Access Protocol (FAP) processes. Develop and implement an appropriate support plan with a designated key worker. Hold review meetings following an agreed period of transition. Increase the number of staff training opportunities on specific disabilities, including Autism and Dyslexia.	SENCO Pastoral Team Transition lead	Ongoing as children are identified.	Individual support plans for identified pupils are implemented within agreed induction timescales. Attendance, behaviour and engagement data for pupils admitted through alternative routes is reviewed termly and any concerns are addressed through support plans. Transition review meetings are completed within the agreed transition period and actions are monitored. Staff training on specific disabilities is reviewed annually and informs future professional development priorities. Progress data for pupils with disabilities and those admitted through alternative routes is reviewed termly and demonstrates successful integration into school life.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Director of Inclusion.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy