



Lantern ACADEMY

'Where every child will shine.'

Accessibility Policy 24/25

Policy Review

This policy will be shared with the Governing Body on an annual basis.

It was written in January 2025 and will be reviewed on an annual basis.

The policy was shared for information purposes with the Governing Body in January 2025

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Introduction

Disability and Accessibility planning in the Academy Context:

- The Equality Act (2010) defines a disabled person as someone who has *“a mental or physical impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.”*
- Physical or mental impairment includes sensory impairments and also hidden impairments.
- In the Act, “substantial” means “more than minor or trivial”. “Long-term” means has lasted or is likely to last more than 12 months.
- The definition of SEN includes many, but not necessarily all, disabled students children: a disabled student child has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education.

Aims:

The aim of the accessibility plan is to ensure that the entire Lantern Academy community is supported, in terms of their educational, physical, sensory and social needs.

- we ensure that all the children in the academy are able to participate to the best of their ability in the educational opportunities provided, making best possible progress both academically and socially and to achieve the highest standard of personal and academic development of which they are capable.
- achieve a shared responsibility, between the academy, parents/carers and outside agencies, for the social, personal, emotional and academic progress of all the students, especially those who are vulnerable, at risk, marginalised, excluded or underachieving.
- strengthen the existing partnerships between the academy, children, parents/carers and agencies in order to work effectively to meet the needs of all learners.
- ensure that all staff, children and visitors to the school have access to the premises and are treated with respect and are supported if they have long term medical needs.

We believe it is our duty to:

- Operate full inclusion
- Provide access to the physical environment
- Provide access to the curriculum
- Provide access to written information

Operating full inclusion

Lantern Academy aims to operate full inclusion; the academy will not discriminate against any disabled student child during the admissions process. The academy has access to a

disabled toilet on the top floor for anybody needing to use these facilities. We are a two-floor school. There is a lift to get down one flight of stairs into the hall area but unfortunately there isn't a lift to get down to the bottom floor. Should a child requiring a lift start with us we would ensure their classroom is on the top floor thus eradicating the need for them to access a lift. When a child starts with us we ensure we have a conversation with the previous setting and parents/carers so would be alerted to a child's specific needs, meaning we can ensure that adequate provisions are in place prior to the child starting.

Provide the physical environment of the academy, with reasonable adjustments, so that children with disabilities are able to take full advantage of the education provided.

Lantern Academy aims to improve the physical environment of the academy and physical aids to access education:

Physical environment - Lead person: Headteacher – children requiring additional support will be identified through the SENDCo, Child and Family Support Officer and/or Class Teacher.

The academy provides reasonable adjustments, subject to financial resources and practical considerations, to enable all children to participate fully in their education, such as, if applicable:

- use of Laptop
- enlarged print worksheets
- coloured overlays and/or exercise books
- suitable seating position in classroom
- a scribe/reader (where necessary) in a test situation
- extended time and /or supervised rest breaks in exams
- access to additional aids such as foot rests, writing slopes, resistance bands, weighted blankets and bobble seat cushions

If the disabled parent/carer of a child needs to visit the academy, any necessary adjustments are made to make that possible.

Increase the extent to which children with disabilities can participate in the academy's curriculum

Lantern Academy aims to improve access to a full, broad and balanced curriculum. All reasonable effort is made to ensure that children have access to all areas of the curriculum at each Key Stage and in the wider curriculum of the school (educational experiences, after-school clubs etc.). This is achieved by:

- ensuring that teaching and learning is accessible through academy and classroom organisation (SENDCo, Headteacher and Class Teachers)
- ensuring that there are appropriate curriculum options and a differentiated curriculum where required (Headteacher, Subject Leads, SENDCo and Class Teachers)

- ensuring that there is continued training of teaching staff (Headteacher and SENDCo).
- ensuring that there is appropriate information available within the Inclusion/SEND register (included on BromCom – SENDCo/Headteacher).
- ensuring appropriate deployment of Learning Support Mentors (Headteacher, SENDCo and Class Teachers). ensuring the availability of extra adults to support educational experiences where required (EVC, SENDCo)
- risk assessments, as required, to take full account of the needs of all children
- consulting with external agencies on the best use of resources and funding (SENDCo)

Provide the delivery of information to children with disabilities

Lantern Academy aims to provide information to children and parents/carers with disabilities in alternative and appropriate formats, as is reasonable and necessary. Within the school context the academy aims to:

- Provide worksheets in a format for all children to read easily. Enlarged printed material, worksheets, written resources and school information is provided if requested by the child, parents/carers.
- Ensure that test papers are enlarged or copied on to different coloured paper (if the child is entitled). The SENDCo, Headteacher and Class Teacher have responsibility for this.
- Endeavour to provide other methods of delivery of information for parents/carers if requested. Contact external agencies for necessary support such as the Sensory or Hearing Impairment service.

Monitoring and Evaluation

- The Headteacher and SENDCo leads on the progress made in all areas of this strategy and attempts to resolve any problems encountered or other issues raised. Should an issue be raised the Headteacher and SENDCo work together in an attempt to resolve it.
- The SENDCo and Headteacher monitor the progress appertaining to the SEND policy to ensure that it is being carried out in the most efficient and effective way to enhance the learning of the children.
- The Headteacher and SENDCo amends the strategy where necessary to address any new factors and advises the appropriate persons to instigate the appropriate action.
- Annual reports are issued to the Governing Body.