



Lantern ACADEMY

'Where every child will shine.'

Accessibility Policy 26/27

Policy Review

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

It was written in January 2026 and will be reviewed on an annual basis.

The policy was shared for information purposes with the Governing Body in April 2026

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.”*

A *physical or mental impairment* includes both sensory impairments and hidden or less visible conditions.

Within the Act, *“substantial”* is defined as *more than minor or trivial*, and *“long-term”* refers to an impairment that has lasted, or is expected to last, at least 12 months.

The definition of Special Educational Needs (SEN) includes many, though not all, disabled children. A disabled child is considered to have SEN if their disability means they require special educational provision to access education effectively.

Aims:

The aim of the Accessibility Plan at Lantern Academy is to ensure that every member of our school community is supported in meeting their educational, physical, sensory, and social needs. Our intention is to create a fully inclusive environment where all individuals can thrive.

Our accessibility objectives are to:

- **Ensure full participation in learning:**
We strive to enable all children to engage confidently and successfully in the educational opportunities provided. This includes supporting them to make the best possible academic and social progress and to achieve the highest standards of personal and academic development of which they are capable.
- **Promote shared responsibility:**
We are committed to working collaboratively with parents/carers and external agencies to support the social, emotional, personal, and academic development of all pupils, particularly those who may be vulnerable, at risk, marginalised, excluded, or underachieving.
- **Strengthen partnerships:**
We aim to build and maintain strong, effective partnerships between the academy, children, families, and external professionals to ensure that the needs of all learners are identified, understood, and met.
- **Ensure accessibility and respect for all:**
We are dedicated to ensuring that all staff, pupils, and visitors can access the school premises safely and comfortably. Everyone in our school community will be treated with dignity and respect, including those with long-term medical needs, who will receive appropriate support to participate fully in school life.

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

At Lantern Academy, we are committed to operating as a fully inclusive setting. We do not discriminate against any disabled child during the admissions process, and we work proactively to ensure all pupils have equal access to school life.

The academy has a disabled toilet on the top floor, accessible to any individual who requires it. Our building is arranged across two floors. There is a lift available to access the hall area from the top floor; however, a lift is not currently available to reach the bottom floor. In circumstances where a child requires lift access, we will ensure their classroom is located on the top floor, removing the need for them to navigate the stairs.

When a new child joins us, we work closely with their previous setting and parents/carers to understand their specific needs. This process ensures that appropriate provisions, adjustments, or support can be in place **before** the child starts, enabling a smooth and successful transition.

Providing Access to the Physical Environment

Lantern Academy aims to ensure that the school's physical environment, with reasonable adjustments where necessary, allows children with disabilities to take full advantage of the education we offer.

We are committed to continually improving:

- **The physical accessibility of the building,**
- **The availability of appropriate facilities,** and
- **The provision of physical aids** that support access to learning.

This ongoing work ensures that pupils with disabilities can participate fully in all aspects of school life and benefit from a learning environment designed to meet their needs.

Physical Environment

Lead Person: Headteacher

Identification of Need: Children requiring additional support are identified through the SENDCo, Child and Family Support Officer, and/or Class Teacher.

Lantern Academy is committed to making reasonable adjustments, within financial resources and practical constraints, to ensure that all children can participate fully in their education. Depending on individual needs, this may include access to:

- Laptops or other assistive technology
- Enlarged print worksheets
- Coloured overlays or exercise books
- Adjusted seating arrangements
- A scribe or reader during tests, where appropriate
- Additional time and/or supervised rest breaks in exams

- Access to physical aids such as footrests, writing slopes, resistance bands, weighted blankets, or wobble cushions

Where a disabled parent or carer needs to visit the academy, we will make any necessary adjustments to ensure that access is safe, dignified, and manageable.

Increasing Access to the Curriculum

Lantern Academy is committed to ensuring that children with disabilities can participate fully in a broad, balanced, and engaging curriculum. We make every reasonable effort to guarantee that pupils can access all areas of learning at each Key Stage and take part in wider school activities such as educational experiences, clubs, and enrichment opportunities. This commitment is achieved by:

- **Ensuring accessible teaching and learning** through effective academy and classroom organisation
(Led by SENDCo, Headteacher, and Class Teachers)
- **Providing appropriate curriculum options** and differentiating learning where required
(Led by Headteacher, Subject Leads, SENDCo, and Class Teachers)
- **Offering ongoing professional development** to teaching staff to support inclusive practice
(Led by Headteacher and SENDCo)
- **Maintaining accurate and up-to-date information** on pupils' needs through the Inclusion/SEND register
(Recorded on BromCom – overseen by SENDCo and Headteacher)
- **Deploying Learning Support Mentors effectively** to meet identified needs
(Led by Headteacher, SENDCo, and Class Teachers)
- **Ensuring additional adult support** is available for educational visits and experiences where required
(Coordinated by EVC and SENDCo)
- **Completing risk assessments** that fully consider the needs and safety of all children
- **Working with external agencies** to seek guidance and ensure the most effective use of resources and funding
(Led by SENDCo)

Providing Information to Children With Disabilities

Lantern Academy is committed to ensuring that all children and parents/carers with disabilities are able to access information in formats that are appropriate, accessible, and responsive to individual needs. Where reasonable and necessary, the academy will:

- Provide worksheets and written materials in accessible formats to ensure all children can read and engage with learning independently. This may include enlarged print, adapted worksheets, coloured paper, or alternative layouts when requested by the child or their parents/carers.
- Ensure entitlement-based adjustments for assessments, including enlarging test papers or providing them on coloured paper where this supports a child's recognised needs. The SENDCo, Headteacher, and Class Teacher share responsibility for ensuring these adjustments are in place.

- Offer alternative methods of communication and information delivery for parents/carers upon request, ensuring that barriers to engagement are minimised.
- Seek support from external specialists, such as the Sensory Impairment or Hearing Impairment Services, to provide expert guidance and ensure that information is accessible to all.

Monitoring and Evaluation

- The Headteacher and SENDCo lead on monitoring progress against all aspects of this strategy and work collaboratively to resolve any concerns or issues that arise.
- They jointly oversee the implementation of the SEND policy, ensuring it is delivered effectively and that provision consistently enhances children's learning experiences.
- The strategy is reviewed and adapted as necessary to respond to emerging needs, new guidance, or changes within the school. Any amendments are communicated promptly to the relevant stakeholders.
- Annual reports detailing progress, developments, and areas for improvement are presented to the Governing Body to ensure oversight and continued accountability.