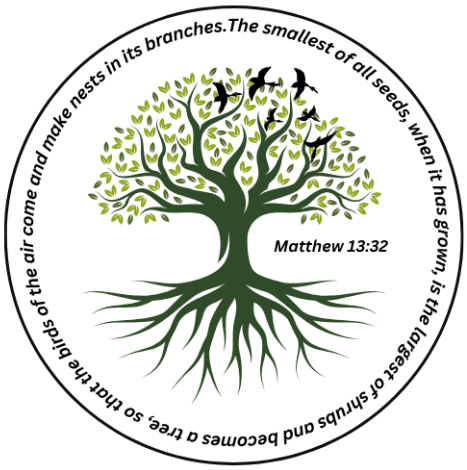
Excellence Growth Responsibility

This is our William Lovell Legacy




# William Lovell

# Church of England Academy

# Accessibility Plan

# 2026-2029

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|---|---|
| Plan owner(s) | Mrs J Rose, SENDCO and Mrs E Bennett, Headteacher |
| Date of publication | June 2026 |
| Date of review | June 2029 |
| Details of changes | New accessibility plan, revised due to updated vision and values, updated legislation and introduction of the digital strategy. |
| Approved | Governing board June 2026 |

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# William Lovell Church of England Academy Vision and Values

Everyone has the potential to flourish. Rooted in our Christian foundation, we are an inclusive school that nurtures academically, morally, and spiritually. We commit to offering rich opportunities that prepare our students for life's journey.

We pursue excellence by planting seeds of curiosity, inspiring a love of learning, and cultivating high expectations through challenge and support. We nourish strong roots of resilience, encouraging responsibility and empowering everyone to grow, confident and ready to make positive differences to society.

**The light in our community helps us to grow, responsibility is the compass that guides us, and excellence is the path we walk to reach a brighter future.**

**This is our William Lovell Legacy.**

**Our Values**:

- **Excellence**
- **Growth**
- **Responsibility**

*"The smallest of all seeds, when it has grown, is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches."*

*Matthew 13:32*

## Our Key Drivers

**Excellence is a habit:** We deliver the highest standards and never settle for less.

**Everyone is valued:** Diversity is celebrated, we see the best in everyone.

**Invest to achieve:** No excuses. We care about our learning, and we build for the future.

**Cultivate your character:** Qualifications open doors, stewardship and character get you through them.

**Never give up:** Resilience breeds success, be relentless and work hard.

# 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.

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.

The school works closely with the LAAT and the Local Authority to ensure appropriate training, specialist support and facilities are available to students and staff at the school.

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 auxiliary aids or adjustments to premises.

# 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 | DATE TO COMPLETE ACTIONS BY |
|---|---|---|---|---|
| Increase access to the curriculum for pupils with a disability | • Our school offers a differentiated curriculum for all pupils<br>• We use resources tailored to the needs of pupils who require support to access the curriculum<br>• Curriculum resources include examples of people with disabilities<br>• Curriculum progress is tracked for all pupils, including those with a disability<br>• Targets are set effectively and are appropriate for pupils with additional needs, including EHCP targets<br>• The curriculum is reviewed annually to make sure it meets the needs of all pupils<br>• EHCP progress towards targets are celebrated<br>• Students have access to 1-1 devices to enhance opportunity, access and inclusion<br>• Regular student voice takes into account opportunities and challenges for young people, with clear outcomes as a result | To ensure all students leave William Lovell having had the opportunity to study appropriate courses and obtain qualifications for the next phase of their career.<br><br>To reduce the number of students NEET (not in education, employment or training).<br><br>To continue to enhance areas of school site to promote accessibility, e.g. through the rolling plan of improvements.<br><br>To continue to work with parents/carers and professionals to respond to changing needs of students in bespoke plans to meet need. | Bid for capital funding from the local authority to expand the space in placement to accommodate additional students who may require adjustments, e.g. ground floor access due to disability.<br><br>To continue to provide high quality careers provision for students with barriers to learning through Unifrog and independent advisors.<br><br>To develop the use of Lyfta in tutor time so that students are exposed to a variety of real-world examples/to enhance cultural capital. | June 2028<br><br>Annually<br><br>From September 2026 |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | DATE TO COMPLETE ACTIONS BY |
|---|---|---|---|---|
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils and parents/carers as required.<br>This includes:<br>• Seating<br>• Accessible entry<br>• Corridor width<br>• Disabled parking bays<br>• Disabled toilets and changing facilities<br><br>A recent car park/entrance renovation has been completed, with pedestrian access, safe bus turning and drop off zones to include disabled parking and access. | Site manager to audit any areas that contain verges/steps.<br><br>Continue to provide adjusted furniture in school for students (adapted chairs/hydraulic desk as required)<br><br>Develop an area for students to bike to school/safe entry for bikes and storage on site. | Develop a rolling plan to address verges/steps for enhanced accessibility.<br><br>Develop cycle parking area by September 2028. | September 2028<br><br>September 2028 |
| Improve the delivery of information | Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:<br>• Internal signage<br>• Large/printed resources where requested<br>• Hearing loops for individuals<br>• Pictorial or symbolic representations<br>• Digital, audio or video formats as required<br>• Translation feature on the school website<br>• MCAS portal access for all parents/carers<br>• 1-1 iPads with translation features for EAL students and those with a disability as required. | Continuation of the digital strategy (iPad pilot) roll out with annual review.<br><br>Continue to meet the needs of students with impairments. | Review impact of the digital strategy.<br><br>Bespoke as per EHCP or ATP (adaptive teaching plan). | November 2026<br><br>Reviewed 3x year for EHCP and 1x year for ATP. |

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | DATE TO COMPLETE ACTIONS BY |
|---|---|---|---|---|
| Offer additional support to meet the needs of young carers and their families | • Established 'helping hands' young carers group.<br>• Home visits where necessary for meetings with the pastoral team. | Run 5 helping hands sessions per year, giving young people the opportunity to connect with other young carers.<br>Offer optional weekly check ins for young carers. | Review impact of helping hands through SV. | February 2027 and February 2028. |

# 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 Headteacher and the Governing Board. The accessibility plan will be approved by the Governing Board.

# 5. Links with other policies

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

- 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
- Individual school and pupil risk assessments

# Closing statement

***William Lovell Church of England Academy upholds the belief that every person is made in God's image**, deserving equal respect, opportunity, and care. Guided by our values and love for creation, we educate with excellence, grow in understanding, and take responsibility for each other.*