LANDAU FORTE ACADEMY TAMWORTH SIXTH FORM

Policy Name	**Accessibility Plan & Audit Landau Forte Academy Tamworth Sixth Form**
Policy Number	**LFATSF/0097**
Date of Issue	**September 2026**
Reviewed by	**Mr K Chatfield**
Date of next review	**September 2027**

(1) Aims of this Policy

The aims of this Accessibility Plan are to ensure that the Sixth Form continues to work towards increasing the accessibility of provision for all students, staff and visitors to the Academy. The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our Academy by:

Increasing the extent to which disabled students can participate in the curriculum. This covers 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 also covers the provision of specialist or auxiliary aids and equipment which may assist these students accessing the curriculum

Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided. This covers improvements to the physical environment of the Academy and physical aids to access education e.g. enhanced fire alarm systems for students with sensory impairment, disabled or allocated parking spaces etc.

Improve the availability of accessible information to disabled students, staff, Parents/Carers and visitors. This could include:- handouts, timetables, textbooks, information about the Academy and Academy events. This information m should be available in various preferred formats within a reasonable timeframe.

We recognise the need to provide adequate resources for implementing plans and will review annually in respect of progress and outcomes.

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a "*Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities"*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

(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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Landau Forte Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole Academy training will recognize the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010. This Accessibility Plan should be read in conjunction with the following Academy policies, strategies and documents:

- Equality and Diversity Policy
- Special Education Needs Policy
- Behaviour Policy

Equality Impact Assessments will be undertaken as and when Academy policies are reviewed. The terms of reference for all Governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the Academy website. The Academy will seek to ensure that all digital communications and website content are accessible to disabled users and will provide alternative formats upon request. The Accessibility Plan will be monitored through the Governor for SEND. The Academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

(3) Accessibility Actions

Increase access to the curriculum for students with a disability.

Target	Actions/Strategies	Timescale	Responsibility	Success Criteria
Ensure staff capability to ensure barriers to learning are reduced/limited/overcome.	Appropriate staff recruitment and trained to deliver quality first teaching that is used in planning and delivery of teaching episodes to respond to the students' needs. Collecting the views of SEND students and Parents/Carers through regular meetings.	Ongoing	SLT SENCO Department Leads	Students are able to access learning in all subjects through appropriate teaching at a core knowledge level in order to make progress as expected.
Ensure staff have the relevant information and training to support specific needs of individual students.	Staff training and feedback through department reviews. Sharing of information relating to the changing need profile of the establishment. Curriculum plans reviewed and sequencing assessed. Collecting the views of SEND students and Parents/Carers through regular meetings.			Staff are able to use suggested strategies to support individuals. Students make greater progress due to adapted delivery.
Ensure that there are no barriers to access of extracurricular activities and educational visits.	Audit wider school provision, education visits and relevant policies to ensure adequate planning to limit barriers in timely manner. Collecting the views of SEND students and Parents/Carers through regular meetings.			All students are able to engage in educational visits and extra-curricular activities.
Continue to create and maintain an environment for all, utilising feedback from student groups	Reinforce the responsibilities of all teachers as outlined in the SEND code of practice. Ensure all classrooms and resources are organised in accordance with student need. Ongoing staff training in disability awareness to reflect the diverse needs of students within the Academy. Collecting the views of SEND students and Parents/Carers through regular meetings.			Student identification that barriers are removed and increase in emotional and social wellbeing.

Improve and maintain access to the physical environment

Target	Actions/Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of all students, staff, Parents/Carers and visitors.	Gather data around access needs at the point of admission to the Academy. Reminder to Parents/Carers to inform Academy of access requirements and if they have problems accessing certain areas of the site. Staff training potential for future students as required. Students with SEN and/or other additional needs are included in forums and consulted on their views about physical access to the Academy site.	Annually Annually As required Ongoing		Individual, relevant and current information is gathered and shared as required so that all needs are met.
The environment is adapted to the needs of students, staff, Parents/Carers and visitors.	Strategies need to be embedded to ensure that all levels of the building are accessible. Strategies including the following: - Ramps - Lift - Wider Corridors - Library shelves accessible - Accessible PE and DT areas. - Specialist furniture/seating when required. - Steps and stairs clear marked. - Additional markings in place for visually impaired students as required through needs audit. - Disabled toilets and changing facilities. - Disabled bays. - Corridor and door widths suitable for wheelchair users. - Strategies to support students with SEND with movement between classrooms.(timetables checked to ensure accessibility)	As required when access needs change. As required/ongoing.	Site Manager/ SENCO	All identified are able to access all areas of the site and for students able to access the curriculum allowing them to make expected or better progress.
Ensure that the building remains fully accessible and	Ensure that any building or maintenance works ensure full compliance with the Equality Act	As required	Site Team	All students and staff are safe.

compliant in line with the Equality Act (2010), Health and Safety at Work Act (1974) and other Health and Safety regulations.	(2010) in relation to access e.g. ramps, visual alarms etc			

Improve the delivery of information to students, staff and visitors with a disability.

Target	Actions/Strategies	Timescale	Responsibility	Success Criteria
Ensure information delivered is accessible and not a barrier to engagement with the establishment.	We use a range of communication methods to ensure information is accessible. This includes. - Internal signage - Large print resources - Visual Cues - Exam Access arrangements - Consultation with external agencies - Student use of ICT	In place at all times and as identified through assessment of needs.	Site manager/SLT/ SENCO	Information is readily and easily available.
Improve availability of alternative formats for material.	Ensure connections with local authority services are established and maintained to support converting information into alternative formats.	Ongoing	SENCO	Information delivery is improved
Review teaching and leaerning strategies to ensure delivery of information is not a barrier to learning.	Ensure knowledge and understanding of student's individual needs and requirements for accessing lesson materials such as : magnified text; coloured background/overlay; printed PowerPoints; customized learning materials; use of HI equipment.	Ongoing	SENCO	Students needs relating to information delivery are met and make expected or greater than expected progress.

AUDIT (Sixth Form)

KEY:
1 Yes
2 Almost
3 Partially
4 No
5 Not applicable

Period	August 2024	To	August 2025

		1	2	3	4	5	Comments
Section 1: Disability Awareness/Training							
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	x					
2	Do you have arrangements for Tutors and Assistants to have the necessary training to teach and support students with disabilities if required?	x					
Section 2: How does your Academy deliver the curriculum?							
3	Do all staff seek to remove all barriers to learning and participation?	x					
4	Is teaching appropriately differentiated to meet individual needs so that young people make good progress?	x					
5	Are all students encouraged to take part in music, drama and physical exercise?					x	Opportunities are provided for all students but are not compulsory
6	Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities – e.g. some forms of exercise in physical education?					x	
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum?	x					
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	x					
9	Do you provide access to appropriate technology for those with disabilities?	x					
10	Are Academy visits, inc overseas visits, made accessible to all students irrespective of attainment or disability?	x					
Section 3: How does your Academy deliver materials in other formats for anyone who needs it?							
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed info?		x				Large print provided for students where required- reading pens
12	Do you have facilities such as ICT to produce written information in different format?	x					
13	Do you ensure that info is available and meetings are accessible to staff, students and Parents/Carers in a way that is user friendly for all people with disabilities and those who are not fluent in English?	x					

14	Is furniture and equipment selected and adjusted to meet the needs of all students.	x					
15	Do you ensure that all Academy staff are familiar with technology/practices developed to assist people with disabilities?	x					
Section 4: Is your Academy designed to be accessible and meet the needs of all students?							
(4a) General							
16	Are pathways and routes logical and well signed (both internal and external)?			x			Written signs required highlighting reception, wings, restaurant, toilets, replacement of classroom signs where appropriate
17	Is appropriate furniture and equipment provided to meet the needs of individual students?	x					
18	Do furniture layouts allow easy movement for students with disabilities?	x					
19	Are quiet/calming rooms available to students who use this facility?	x					SEND Hub provides a space that students can access.
(4b) Getting into the building							
20	Are car park spaces reserved for disabled people near the main entrance?	x					Disabled spaces for the Visitors Cark Park, permits issued to disabled students
21	Are there any barriers to easy movement around the site and to the main entrance?	X					
22	Are steps needed for access to the main entrance?					X	
23	Do all those steps have a contrasting colour edging?					X	
24	If there are steps, is a ramp provided to access the main entrance?					X	
25	Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?					X	
26	Is it possible for a wheelchair user to get through the principle door unaided?	x					
27	If no, is an alternative wheelchair accessible entrance provided?					X	
(4c) Internal facilities							
28	If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors?	x					
29	Do all internal doors allow a wheelchair user to get through unaided?				x		Difficult due to weight of fire doors, assistance provided as required
30	Do all the corridors have a clear unobstructed width of 1.2m	x					
31	Does the building have a wheelchair accessible toilet?	x					
32	Does the building have accessible changing rooms/shower facilities?	x					
(4d) Vertical Movement							
33	How many storeys in the building? Please insert letter **A** = single storey throughout **B** =single storey with some split level parts	D					

	C =single storey with some 2-3 storey parts **D** = Mainly 2 or 3 storey						
34	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?	x					
35	Is there a continuous handrail on each internal stair flight and landing?	x					
36	Does the building have a lift that can be used by wheelchair users	x					
37	Do you have any other sort of mechanical means provided to move between floors? If Yes, please state	X					Evac Chair
38	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				x		Safe Refuge Harbours provided and individual and generic PEEPs completed
(4e) Sensory Impairment							
39	Are non-visual guides used to assist people to use the buildings?	x					Visitors receive a guided tour, students receive support as required
40	Could any of the décor be confusing or disorientating for students with disabilities?		x				
41	Is a hearing induction loop available (either fixed or portable) in the Academy?				X		Needs to be reviewed
42	Does the building have a 'Soundfield' sound reinforcement system?	x					
43	If there is a 'Soundfield' system, in what area	LRC					
44	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?	x					

LANDAU FORTE CHARITABLE TRUST

Date	**September 2026**
Change Made	**Various**
Made By	**Mr K Chatfield**