

**Policy Number 37: ACCESSIBILITY POLICY AND PLAN**

**Date Approved by the Board of Trustees: December 2025**

Lancaster Royal Grammar School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim as far as possible and reasonable to:

- Remove barriers which make it hard for a person who has difficulties or additional needs to access our schools and information.
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

LRGS provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

All pupils should be able to take part in day-to-day life at the school and benefit from the learning experiences we provide. The LRGS Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers 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 aids and equipment, which may assist pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The school acknowledges that it is necessary to maintain a high level of awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

## **LEGISLATION**

This policy meets the requirements of the **Equality Act 2010**, which mandates "reasonable adjustments" to prevent disabled students from being at a disadvantage. Additionally, as a public sector school, LRGS is subject to the **2018 Accessibility Regulations** for our websites and apps, requiring them to meet specific standards. Key obligations include making anticipatory adjustments, creating and publishing accessibility plans, and ensuring their online content is accessible.

### **Equality Act 2010 (Reasonable Adjustments)**

- Schools have a duty to make "reasonable adjustments" to ensure disabled students can participate fully.
- This can include providing extra support, specialist equipment, or making adjustments to school policies or practices.
- Schools must make these adjustments to avoid putting a disabled pupil at a "substantial disadvantage" compared to their non-disabled peers.
- The duty to make adjustments is "anticipatory," meaning schools should plan ahead and make changes in advance.

### **Accessibility Regulations 2018 (Websites and Apps)**

- Public sector schools are covered by the 2018 Accessibility Regulations for their websites and mobile apps.
- Websites and apps must meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA standard to be compliant. This includes ensuring digital content is accessible, such as:
  - Providing text alternatives for images ([alt text](#)).
  - Using clear fonts and ensuring sufficient colour contrast.
  - Providing captions and transcripts for videos.
  - Making sure the site can be navigated with a keyboard.

### **School Accessibility Plans**

Every school must have an accessibility plan that outlines how they will improve accessibility for pupils with special educational needs and disabilities. This plan should detail how the school will make improvements and when they will be made. The plan must be published and can be requested from the school.

**The LRGS Accessibility Plan 2025-2028 is attached to this policy document.**

# Accessibility plan

Lancaster Royal Grammar School



**Approved by:**

Board of Trustees

**Date:** December 2025

**Next review due by:**

December 2028

## **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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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 staff, pupils, parents and trustees

## **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 aid or adjustments to premises.

**Action Plan 2025-28:** This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p><b>Curriculum Design</b></p> <ul style="list-style-type: none"> <li>To provide all pupils with a curriculum that is appropriate to their needs</li> </ul>	<p>Regularly review the curriculum at a strategic level to ensure that it meets the needs of all learners</p> <p>Use of Quality Improvement Plans, Spotlights and SoW review meetings to discuss curriculum design.</p> <p>Development of resources in curriculum areas to be inclusive, such as texts chosen in English and case studies provided in Values.</p> <p>Planned Interventions as a result of data monitoring</p>	<p>DH Curriculum / HoDs AH – data; HoDs / teachers</p>	<p>Ongoing</p>
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p><b>Quality First Teaching</b></p> <ul style="list-style-type: none"> <li>To ensure high quality, inclusive teaching where features of adaptive teaching are regularly embedded within practice</li> <li>To ensure that the curriculum is delivered in such a way that all pupils, regardless of any special educational need or disability, may benefit fully from it</li> </ul>	<p>Whole School Priority from September 2025.</p> <p>Assess the confidence level of staff with regards to adaptive teaching methodology through Microsoft Form</p> <p>Regular briefing reminders and distribution of resources to promote quality first teaching and adaptive teaching methods</p> <p>Introduction of peer observations with an adaptive teaching focus to promote and share good practice</p> <p>Adaptive teaching is a standing item at Curriculum Forum – HoDs requested to bring examples of effective practice in their context.</p>	<p>DH Curriculum, T&amp;L coordinator, SENDCo</p> <p>All teachers</p> <p>HoDs</p>	<p>Ongoing</p>

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p><b>Training</b></p> <ul style="list-style-type: none"> <li>To identify any gaps in staff training needs with regard to teaching pupils with SEND and to provide appropriate support to close these gaps</li> <li>To ensure that all teachers are equipped with the necessary pedagogical skills to plan and adapt teaching to meet the needs of all pupils</li> </ul>	<p>Teacher self-evaluations on Microsoft Form to identify areas of confidence and gaps in confidence.</p> <p>Learning walks, book looks and pupil voice to also inform strengths and areas for development</p> <p>Regular T&amp;L lunchtime workshops to understand, discuss and practice adaptive teaching.</p> <p>INSET programme to include training updates from SLT as well as visiting experts</p> <p>Twilight programme to build on areas of need as identified by learning walks and teacher self-evaluations</p> <p>Culture of evaluation after training events to assess the impact and to contribute to future planning.</p>		
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p><b>Culture of inclusion</b></p> <ul style="list-style-type: none"> <li>Participation in extracurricular opportunities - clubs, societies, trips, visits.</li> <li>Focused access for pupils with SEND to careers opportunities.</li> <li>Promote celebration of difference respect of others.</li> </ul>	<p>Monitor participation through data provided by club organisers</p> <p>Evaluate involvement through use of pupil reflections in post-grades analysis.</p> <p>Evolve risk assessments identify methods of support for pupils and steps taken to reduce identified risks</p> <p>Pupils with SEND prioritised for 1:1 guidance appointment with the school's independent careers adviser.</p> <p>Pupils with SEND prioritised to be invited to take part in careers events such as the NHS fair and MEGA days</p> <p>Provide positive role models through choice of visitors</p> <p>Assembly programme messaging – to build in opportunities that focus on messaging around SEND</p> <p>Values programme that promotes inclusivity and diversity and teaches how to combat discrimination</p> <p>Promote success of SEND learners through school newsletters and social media</p>	<p>DRR</p> <p>HoY / FTs / HMs</p> <p>CH / DG / HoYs / SENDCo</p> <p>Careers Lead, Careers Coordinator</p> <p>DH curriculum</p> <p>SENDCo</p> <p>Values coordinators</p> <p>Marketing Officer</p>	<p>Ongoing</p>

<b>Improve and maintain access to the physical environment</b>	Identify and remove physical barriers to participation across the LRGS site (internally and externally)	Continuing programme of site audits & visual inspections to identify accessibility issues/barriers - add to school maintenance & improvement plan  Complete identified actions & improvements on the Maintenance & Improvement Plan to remove barriers to access, such as provision of access ramps – increase door & corridor width – provision of accessible toilet and welfare facilities – disabled parking bays	Estates Manager Site Manager	Ongoing
	External movement around the whole school site is accessible Identify accessible / safe routes and paths throughout the LRGS site – movement from Lower to Upper Site – Safety Spine and other pedestrian routes	Ensure Safety Spine is accessible Complete grounds maintenance routines & improvements to pathways and access routes (ensure safe, clear access, good repair, no obstructions or trip hazards) Ensure there is adequate provision of external lighting	Estates Manager Site Manager Head Grounds	Ongoing
	Where needed, provide furniture, fittings & equipment that can be adjusted according to the needs of the pupil Classroom / laboratory layout, furniture and seating arrangements are organized to accommodate the needs of pupils	Identify & purchase suitable or specialist equipment, furniture & fittings	Estates Manager Site Manager SENDCO Teachers	Ongoing
	LRGS meets all statutory requirements (Equality Act 2010) via the redevelopment of the school site via the School Rebuilding Programme.	Consider accessibility & inclusion as part of the SRP design & specification process  Accessibility & inclusion requirements and outcomes to be included in the School Specific Brief process	Estates Manager Trustees Properties Committee	2025-26

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<b>Improve the delivery of information to pupils with a disability</b>	Enhanced Use of Assistive Technology	<p>Pupils with visual impairments will have access to screen readers, magnification tools.</p> <p>Access to speech-to-text tools,</p> <p>Touch typing programs for those with handwriting difficulties.</p> <p>This is needs based and will make reasonable adaptations where we can.</p>	<p>SENDCo, JE</p> <p>Learning Support Assistants</p> <p>Teaching staff</p>	Ongoing
	Accessible Learning Materials	<p>All teaching resources will be provided in multiple formats (e.g., large print, audio, simplified text, digital).</p> <p>Worksheets and presentations will follow accessibility guidelines (e.g., high contrast, readable fonts, clear layout).</p> <p>Classroom recommendations are on IEP's and EHCP's in terms of adapting materials.</p>	<p>SENDCo, JE</p> <p>Learning Support Assistants</p> <p>Teaching staff</p>	Ongoing
	Staff Training and Awareness	<p>Teaching and support staff will receive training on inclusive communication strategies and the use of assistive technologies when necessary</p> <p>Staff will be equipped to identify and respond to individual accessibility needs.</p>	<p>SENDCo, JE</p> <p>Learning Support Assistants</p> <p>Teaching staff</p>	ongoing
	Improved Digital Accessibility	<p>School websites, learning platforms, and digital resources will comply with WCAG (Web Content Accessibility Guidelines).</p> <p>When necessary, pupils will be supported in using digital tools that enhance access to learning.</p>	<p>SENDCo, JE, EJ</p> <p>Learning Support Assistants</p> <p>Teaching staff</p>	Ongoing
	Feedback and Continuous Improvement	<p>We will be led by pupils and parent voice when need arises</p>	<p>SENDCo, JE</p> <p>Learning Support Assistants</p> <p>Teaching staff</p>	Ongoing

## 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 Trustees Curriculum Committee.

It will be approved by Board of Trustees.

