

Accessibility Policy

Adopted by: Academy Council

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Next Review: **August 2022**

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1. 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 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

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.

Lime Trust supports the General Principles of the United Nations Convention on the Rights of the Child. We will put the best interests of the child at the centre of all we do and actively promote the key rights respecting values of non-discrimination, participation, safety and personal development.

Our Trust Values are:

- Respect
- Equality
- Self-worth
- Partnership
- Enjoyment
- Communication
- Trust

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can

include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our Academy funding agreement and articles of association.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for all pupils	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the specific and individual pupil need to allow all pupils access the curriculum.</p> <p>Personal learning goals are set for all pupils Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Pupils are given opportunities to learn outside the classroom</p> <p>The curriculum is reviewed periodically to ensure it meets the needs of all pupils.</p> <p>All classes have height adjustable IWB</p> <p>A range of high and low tech devises are used to support learning</p>	<p>Develop outdoor spaces that promote physical activities, development of fine and gross motor skills, encourages social interaction and communication and provides sensory opportunities for pupils and that is accessible to all</p> <p>Pupils to access learning opportunities beyond the school</p> <p>To ensure opportunities for outdoors learning are available for all</p> <p>ICT to be used as a tool for spoken and written communication and as an aid to help all pupils access learning</p>	<p>Quotes for outdoor play equipment</p> <p>Quotes to resurface all external pathways</p> <p>Extra minibus with tail lift</p> <p>I-pads/ laptops/ low tech communication devices to be purchased to allow all pupils access to the curriculum</p>	<p>JW and VF</p> <p>VF and LF</p> <p>VF and TD</p>	<p>Summer 2022</p> <p>Summer 2022</p> <p>Ongoing as required</p>	<p>All pupils being able to access appropriate outdoor learning activities</p> <p>Extra mini bus purchased</p> <p>ICT being used consistently as a tool to support communication and learning</p>

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps	All fire doors to be fixed to make sure they are complaint with H&S regulations.	Fire door audit to be carried out and repairs undertaken as required	JW and LF	Easter 2022	All fire doors meet required standard
	Corridor width	Steps/ access paths to be leveled out to allow for safe movement around all parts of the school, both indoors and outdoors.	Quotes to resurface the exterior areas of the school grounds	JW and LF	Summer 2022	Exterior grounds are accessible for all
	Disabled toilets and changing facilities	Fire evacuation routes are leveled out to allow for safe evacuation in the event of a fire	Undertake required work to improve access around the school	JW and LF	Summer 2022	All evacuation routes are wheelchair/ changing bed accessible
	Overhead hoists in some classrooms	Emergency lighting as required	Audit emergency lighting. Get quotes and install as required	JW	October 2021	Emergency lighting meets regulations
		Fire alarm warning is accessible to all staff/ pupils	Get quote for visual warning in fire alarm Undertake works	JW	December 2021	Visual warning incorporated into fire alarm
		Make all classrooms accessible to all	Quotes for overhead hoists in all classes. Undertake works on a rolling programme	JW	September 2021	All classes are accessible to all pupils

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Recordable devices Braille Pictorial or symbolic representations Objects of reference Communication books Makaton signing Picture Exchange Communication Eye-gaze 	<p>Key signs to include Braille/ OoR/ Photos/ Symbols</p>	<p>Signs around the school to be updated as required</p>	<p>HK</p>	<p>Ongoing</p>	<p>All key signs around the school accessible to all</p>
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4. MONITORING ARRANGEMENTS

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Academy Council

5. LINKS WITH OTHER POLICIES

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

- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				

Toilets				
Reception area				
Internal signage				
Emergency escape routes				