

Accessibility Policy

Lime Academy Ravensbourne

Adopted by: Academy Council

Date: August 2022

Review date: August 2023

Contents

Contents

1. Aims	3
2. Legislation and guidance	3
4. Monitoring arrangements	8
5. Links with other policies	8

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
- Equity
- 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 – Lime Academy Ravensbourne

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 needs 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>The curriculum is reviewed periodically to ensure it meets the needs of all pupils.</p>	<p>Develop a playground that promotes 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>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>Resurfacing playground and other outdoor surfaces</p> <p>Purchase resources for outdoor learning</p> <p>Minibus with tail lift to be brought back in to use</p> <p>I-pads/ laptops/ low tech communication devices to be purchased to allow all pupils access to the curriculum</p>	<p>DC</p> <p>DC</p> <p>DC and TD</p>	<p>Sept 2022</p> <p>Oct 2022</p> <p>Sept 2022</p> <p>Jan 2023 and Ongoing as required</p>	<p>All pupils being able to access outdoor areas</p> <p>Minibus in Use for Students</p> <p>ICT being used consistently as a tool to support communication and learning</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p>	<p>All student Classrooms to be situated in main block</p>	<p>Classrooms to be created from old family room and other space.</p>	<p>DC and JW</p>	<p>Sept 2022</p>	<p>Staffroom and Offices within Bungalow</p>

	This includes: Ramps	Make all classrooms accessible to all	Staff facilities to be consolidated in bungalow	DC and JW	Sept 2022	
	Corridor width	All fire doors to be fixed to make sure they are compliant with H&S regulations.	Fire door audit to be carried out and repairs undertaken as required	DC and JW	LF, DC and JW	All fire doors meet required standard, Judicium audit criteria Doors are suitable for use by wheelchair users
	Disabled toilets and changing facilities	DDA complaint fire doors to be installed in the corridors.	Resurfacing of key areas	LF, DC and JW	Sept 2022	Fire Drill feedback shows easier evacuation
	Overhead hoists in most classrooms and other learning Spaces	Steps/ access paths to be leveled out to allow for safe movement around all parts of the school, both indoors and outdoors. Fire evacuation routes are leveled out to allow for safe evacuation in the event of a fire	Quotes for installation of DDA doors in key access points	DC and JW		Exterior grounds are accessible for all
		Emergency lighting as required	Undertake required work to improve access around the school	DC and Site Team	ongoing	All evacuation routes are wheelchair/ changing bed accessible
		Fire alarm warning is accessible to all staff/ pupils	Audit emergency lighting. Get quotes and install as required	DC and JW	Dec 2023	Emergency lighting meets regulations
			Regular Fire Evacuation Drills	JW and DC	ongoing	Fire Alarm Feedback forms - monitored

<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> <p>Recordable devices</p> <p>Braille</p> <p>Pictorial or symbolic representations</p> <p>Objects of reference</p> <p>Communication books</p> <p>Makaton signing</p> <p>Picture Exchange Communication</p> <p>Eye-gaze</p>	<p>Key signs to include Braille/ OoR/ Photos/ Symbols</p>	<p>Signs around the school to be updated as required</p> <p>All student accessible rooms to have clip frames with signs in</p>	<p>Office and RT plus Communication Lead</p>	<p>Ongoing</p>	<p>All key signs around the school accessible to all</p> <p>Widgit used for display annotation</p>
--	---	---	--	--	----------------	--

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