

# Accessibility Plan

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Lime Trust 2024



## Policy: Accessibility Plan

**Date of Policy: June 2024**

**Date of Renewal: June 2025**

## LIME Trust Vision & Values

*Putting Learners First* is our Trust vision.

We aim to create a nurturing and supportive learning environment for all, encouraging our learners to achieve academic excellence and reach their full potential. We set high expectations and build capacity-rich schools through facilitating school-to-school collaboration. The high challenge we put forward is met with equally high support from our team of education experts, so we continue to improve our children's lives and futures – especially for disadvantaged pupils.

Our values are based on R.E.S.P.E.C.T. which means we believe that:

**R**espect is built on unconditional positive regard for all learners, all employees, and our wider communities.

**E**quity enables everyone to be treated as individuals. It removes barriers, provides opportunity and celebrates difference.

**S**elf-worth creates a culture where all learners, all employees and our wider community have pride in their contributions and feel confident and valued.

**P**artnership is working together for the common good, ensuring that our learners are at the heart of all that we do.

**E**njoyment is feeling happy, safe and motivated to make a positive contribution.

**C**ommunication provides a voice for all, creating a shared understanding through dialogue.

**T**rust is a partnership which requires us to act with integrity. Be brave, honest and kind.



## Aims

Lime Trust 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

The trust's aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The trust's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

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, 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 parents, staff and academy council members.

## 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.

This policy complies with our funding agreement and articles of association.

## Action Plan

Aim	Current good practice (including established practice and practice under development)	Objectives Short/ medium/ long term objectives	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>Purchase resources for outdoor learning</p> <p>Minibus with tail lift to be brought back in to regular 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>June 2024</p> <p>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	The environment is adapted to the needs of pupils as required.					



<p>physical environment</p>	<p>This includes: Ramps  Corridor width  Disabled toilets and changing facilities  Overhead hoists in most classrooms and other learning Spaces</p>	<p>Make all classrooms accessible to all</p> <p>All fire doors to be fixed to make sure they are compliant with H&amp;S regulations.</p> <p>DDA complaint fire doors to be installed in the corridors.</p> <p>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</p> <p>Emergency lighting as required</p>	<p>Fire door audit to be carried out and repairs undertaken as required</p> <p>Quotes for installation of DDA doors in key access points</p> <p>Undertake required work to improve access around the school</p> <p>Audit emergency lighting. Get quotes and install as required</p> <p>Regular Fire Evacuation Drills</p>	<p>DC and LF</p> <p>DC and</p> <p>LF, DC</p> <p>DC and Site team</p> <p>DC and Site Team</p> <p>DC and JW</p>	<p>Summer 24</p> <p>LF, DC and Site Team</p> <p>After Audit</p> <p>ongoing</p> <p>ongoing</p>	<p>All fire doors meet required standard, Judicium audit criteria Doors are suitable for use by wheelchair users</p> <p>Fire Drill feedback shows easier evacuation</p> <p>Exterior grounds are accessible for all</p> <p>All evacuation routes are wheelchair/ changing bed accessible</p> <p>Emergency lighting meets</p>
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		Fire alarm warning is accessible to all staff/ pupils		Site Team and DC		regulations  Fire Alarm Feedback forms - monitored
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:  Recordable devices Braille  Pictorial or symbolic representations  Objects of reference  Communication books  Makaton signing  Picture exchange communication  Eye-gaze	Key signs to include Braille/ OoR/ Photos/ Symbols	Signs around the school to be updated as required  All student accessible rooms to have clip frames with signs in	Office and RT plus Communication Lead	Ongoing	All key signs around the school accessible to all  Widgit used for display annotation

**Monitoring arrangements**



This document will be reviewed every 3 years but will be reviewed and updated sooner if it is needed. It will be reviewed by the Headteacher and the CEO of the trust. The plan is shared and approved by the Academy Council.

### **Link with other policies**

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This accessibility plan is linked to the following documents:

- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEN) information report
- SEND policy
- Support pupils with medical conditions policy