

## Accessibility Policy

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Adopted by: Academy Council

Date: **February 2020**

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Signature of Chair of Academy Council: \_\_\_\_\_

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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 – LIME ACADEMY FOREST APPROACH

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
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Increase the amount of offsite visits for our learners ensuring that all classes are able to access the community</p> <p><b>Short Term</b></p> <p>Audit classes to ensure that all OT, SALT, EP, Sensory advise is followed by the class teams and equipment has been purchased</p> <p><b>Short term</b></p>	<ul style="list-style-type: none"> <li>• Robust risk assessments</li> <li>• High adult to student ratios</li> <li>• Smaller groups for offsite visits</li> <li>• Ensure all students have Oyster cards</li>   <li>• Class teams to check advise from professionals and evidence how the advice is being followed</li> <li>• Audit of equipment purchased to</li> </ul>	<p>Head Teacher</p>	<p>Spring Term 2021</p>	<p>Students to access the community regularly.</p> <p>Advice form professionals is followed to ensure positive outcomes for the students. Students are able to access equipment that will benefit their needs.</p>

		<p>Evidence for Learning has now been set up for all parents/carers to access. Parents/carers to now upload progress towards targets at home.</p> <p><b>Mid Term</b></p>	<p>establish if any has been broken/needs to be purchased.</p> <ul style="list-style-type: none"> <li>Weekly 'drop in' sessions to be introduced for parents/carers to gain advice on how to access Evidence for Learning</li> </ul>	<p>Assistant Head (Curriculum Working Party)</p>		<p>Student's attainment will improve with the additional support from parents/carers.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Elevators</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Library shelves at wheelchair-accessible height</li> </ul>	<p>All areas of the school to be as accessible as possible.</p> <p><b>Mid – Long Term</b></p>	<ul style="list-style-type: none"> <li>Ramp to be installed from the door of the Life Skills room.</li> <li>Ramp to be installed to access the Nurture Room</li> <li>Additional Disabled Bays installed.</li> <li>Changing facility in senior corridor to be installed.</li> <li>Toilet to be installed in changing room in</li> </ul>	<p>Site Manager</p>	<p>All works to be completed by the Spring Term 2021</p>	<p>All areas of the school to be fully accessible, where possible, for disabled students, staff and visitors.</p>

		<p>Equipment to be regularly maintained and serviced.</p> <p><b>Long Term</b></p>	<p>Senior corridor.</p> <ul style="list-style-type: none"> <li>• Partition wall to be removed in Senior changing room.</li> <li>• Sink to be lowered in senior changing room.</li> </ul>	<p>Head teacher</p> <p>All staff</p>		<p>Students are able to access areas of the school including changing areas and their own equipment.</p>
		<p>Staff to continuously complete training for equipment use and assisting students with transfers/ transitions.</p> <p><b>Long Term</b></p>	<ul style="list-style-type: none"> <li>• Regular training of staff.</li> </ul>	<p>All staff</p>		<p>Staff to be trained and have a comprehensive knowledge of assisting student transfers and transitions.</p>
		<p>Risk assessments to be updated annually or if needs of the students change.</p> <p><b>Long Term</b></p>	<ul style="list-style-type: none"> <li>• Regular updating of risk assessments to ensure that they adhere to student's needs.</li> </ul>	<p>Head Teacher</p>		<p>Risk assessments to be robust and according to the needs of the child to advise all staff of transfers and transitions.</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

## 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				