

Accessibility Plan

Date: **November 2021**

Review date: **November 2024**

Lime Trust

Lime Trust is founded upon four principles: Leadership, Innovation, Motivation and Excellence. It creates a sustainable group of exceptional, high-performing schools that improve life chances, and are trusted and respected in their communities. Lime Trust provides a high quality education for pupils through school-to-school collaboration, Trust direction, high challenge and support.

Along with our principles, Lime Trust has core values that are demonstrated and upheld by our pupils, employees and stakeholders. Respect for all underlines our seven core values:

Respect
Equality
Self-worth
Partnership
Enjoyment
Communication (a voice for all)
Trust

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. We believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

Aims

Academies 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 Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

Academies 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.

Outline

The school's Accessibility Action Plan (see Appendix A) shows how access is to be improved for disabled pupils, staff and visitors to the school, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Action Plan contains relevant and timely actions related to the key aspects of:

- curriculum access
- the physical environment
- written information

Curriculum

Lime Academy Watergall already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. There are no areas of the curriculum to which disabled pupils have limited or no access including participation in after-school clubs, leisure and cultural activities or schools visits.

Lime Academy Watergall will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis. This also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Physical Environment

Lime Academy Watergall has in place full disabled access to all its facilities and has ensured that such access has been maintained in its recent development of additional teaching spaces. Full access is also in place to all external parts of the building.

The Academy has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the Academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

On-site car parking for staff and visitor includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. There are disabled toilet facilities available. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. In addition to this, there is also an evacuation plan and route map within every room in the school.

Staff Training

Priorities are identified through the Academy Improvement Plan. Training may take place in a variety of ways:

- Induction with relevant policies
- Attending courses held by the Lime Trust
- School INSET days
- Staff meetings
- Opportunities for discussions with outside professionals and specialist teachers e.g. SALT
- Literature available on specific aspects of disability access

Monitoring arrangements

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

Link with other policies

This accessibility plan is linked to the following documents:

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

Appendix A- Action Plan

| Aim | Current good practice (including established practice and practice under development) | Objectives Short/ medium/ long term objectives | Resources/ Actions/ Strategies | Lead people | Timescale | Success criteria |
|---|--|--|--|---------------------------------------|-----------|--|
| Enable parents/ Carers with disabilities to fully access school e.g. opening evening, coffee mornings | The environment is adapted to meet the needs of the parents/ carers as required This includes: - ramps -disabled parking bay | Include question re need for reasonable adjustments for parents/ carers with disabilities on opening evening appointment slips | Will vary according to adjustments needed e.g. staff awareness training in staff meetings | Headteacher, SENCO, SLT, Site Manager | Ongoing | Parents/ carers who need accessibility arrangements due to a disability can make their needs known to the school |
| Challenge disability based bullying and harassment | Anti-bullying policy Code of conduct | Ensure that all staff are aware and will challenge adults/ children Encourage children to tell an adult if they feel bullied or harassed | Use curriculum based learning to teach and embed good values Use staff training sessions to embed good values | Headteacher, SENCO, SLT, HOY, Teacher | Ongoing | Any incidents of disability based bullying or harassment recognised, recorded and dealt with |
| Clarification of emergency evacuation procedures (e.g. fire) | -induction -training - termly fire drill Appropriate access to training | As part of Health and Safety Audit review plans for emergency evacuations are included To be included on behaviour management plans for children with SEMH who can be uncooperative Fire Marshall training | Review of fire drills termly Fire Marshall training for staff | Headteacher, SENCO, SLT, Site Manager | Ongoing | All staff know procedures for safe evacuation and are able to carry out their responsibilities in the procedure |

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|---|---|--|--|-----------------------------------|---------|---|
| Support return to school for children/ staff with long term illness/ disability | Meet with parents Undertake employee return to work interviews | Meet with parents and children to plan return to school Make reasonable adjustments as appropriate e.g. -phased return - Part time timetable - timely breaks Meet with employee to plan return and make reasonable adjustments -phased return - part time working -setting -timely breaks | Reasonable adjustments to be made as described | SENCO, SLT, teacher, line manager | Ongoing | Children/ staff make successful return to school |
| Support children with language and communication needs | Review of any EHCP's and interventions | Implement speech and communication provision where required Provide regular CPD for staff to run groups as necessary | SALT provision | SENCO, Teachers | Ongoing | Children with SCLN are able to access the curriculum and make progress with their speech. |
| Raise attainment of children with disabilities | Review and assess levels | Improve staff understanding of children with disabilities Train staff to manage conditions of children with medical needs | School nurse and external training providers | SLT, SENCO, Headteacher, HOY | Ongoing | Children with disabilities make progress in line with children without disabilities |

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|--|---|--|--|-----------------------------------|---------|---|
| Review communications with parents/ carers | School website Text and email communication with Arbor Parent survey Parents evening discussions | Consider font style, size of print, layout used for written communication with parents/ carers Consider use of ICT as alternative method of communication Provision of an interpreter where possible and where appropriate Drop in sessions available to parents to access ICT, to support understanding and to improve communication | Ensure communication tools and services used are current and accessible to all | SLT, Headteacher, Teacher, Office | Ongoing | Parents/ carers are satisfied with the quality of communication and the medium used |
| Raise awareness of disability | Access to appropriate training | PSHE programme includes Disability Awareness | PSHE lessons Circle time | SLT, SENCO, HOY, teacher | | Children and staff are more aware of disability |
| To establish close liaison with outside agencies for children with ongoing health needs e.g. asthma, diabetes, epilepsy, mobility issues | Regular communication with outside agencies linked to the recognised need and the child | Ensure EHCP's for identified children are devised and reviewed in collaboration with all key personnel | Professional agencies linked to identified need | SLT, SENCO, Teacher | | Clear collaborative working approach |