

Accessibility Plan

Lime Trust 2025



Policy: Accessibility Plan

Date of Policy: Sept 2025

Date of Renewal: Sept 2026

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:

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

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

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

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

Enjoyment is feeling happy, safe and motivated to make a positive contribution.

Communication provides a voice for all, creating a shared understanding through dialogue.

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



Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes.

- School Improvement Team Governance , who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

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 Trustees.

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.



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: -Disabled parking bays - Step free access	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 - Behaviour policy - PSHE curriculum	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, 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, plans for emergency evacuations are included and reviewed These plans are included on behaviour management plans for children with SEND who need adaptive measures putting in place during an emergency evacuation. Fire Marshall training	Review of fire drills termly Fire Marshall training for staff PEEPS reviewed and updated as required	Headteacher, SENCO, SLT, Site Manager	Ongoing	All staff know procedures for safe evacuation and are able to carry out their responsibilities with confidence during an emergency evacuation.



<p>Support return to school for children/ staff with long term illness/ disability</p>	<p>For learners- Meet with parents and learners and agree adaptive measures that need to be implemented to support a successful return to school.</p> <p>For staff- to undertake employee return to work interviews, where appropriate obtain external advice i.e. Occupational Health, to support with a successful return to school/</p>	<p>Meet with parents and children to plan return to school Make reasonable adjustments as appropriate e.g. -phased return - Part time timetable - timely breaks</p> <p>Meet with employee to plan return and make reasonable adjustments -phased return - part time working -setting -timely breaks</p>	<p>Reasonable adjustments to be made as described</p>	<p>SENCO, SLT, teacher, line manager</p>	<p>Ongoing</p>	<p>Children/ staff make successful return to school</p>
<p>Support children with language and communication needs</p>	<p>Review of EHCP's and interventions (minimum frequency of annually)</p>	<p>Implement speech and communication provision where required i.e. communication books and visual timetables</p> <p>Provide regular CPD for staff to support learners with communication needs</p> <p>Adaptive teaching techniques are used to support the learner in school.</p>	<p>SALT provision</p> <p>Use of visual timetables and communication books through the use of widget.</p>	<p>SENCO, Teachers</p>	<p>Ongoing</p>	<p>Children with SCLN are able to access the curriculum and make progress with their speech.</p>
<p>Raise attainment of children with additional learning needs</p>	<p>Review and assess levels</p>	<p>Improve staff understanding of children with additional needs</p> <p>Train staff to manage conditions of children with medical needs</p>	<p>School nurse and external training providers</p>	<p>SLT, SENCO, Headteacher</p>	<p>Ongoing</p>	<p>Children with additional needs make progress in line with children without SEN needs.</p>



<p>Review communications with parents/ carers</p>	<ul style="list-style-type: none"> - School website - Text and email communication using Arbor - Class dojo - Parent survey - Parents evening discussions 	<p>Consider font size, layout and style of language used for written communication with parents/ carers</p> <p>Consider use of ICT as alternative method of communication</p> <p>Provision of an interpreter where possible and where appropriate</p> <p>Drop in sessions available to parents to access ICT, to support understanding and to improve communication</p>	<p>Ensure communication tools and services used are current and accessible to all</p>	<p>SLT, Headteacher, Teacher, Office</p>	<p>Ongoing</p>	<p>Parents/ carers are satisfied with the quality of communication and the medium used</p>
<p>Raise awareness of additional learning needs</p>	<p>Access to appropriate training</p>	<p>PSHE programme includes Disability Awareness</p>	<p>PSHCE lessons Circle time</p>	<p>SLT, SENCO, teacher</p>		<p>Children and staff are more aware of disability</p>
<p>To establish close liaison with outside agencies for children with ongoing health needs e.g. asthma, diabetes, epilepsy, mobility issues</p>	<p>Regular communication with outside agencies linked to the recognised need and the child</p>	<p>Ensure EHCP's for identified children are devised and reviewed in collaboration with all key personnel</p>	<p>Professional agencies linked to identified need</p>	<p>SLT, SENCO, Teacher</p>		<p>Clear collaborative working approach</p>



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 Trust Board.

Link with other policies

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