

Accessibility Policy

Date: **April 2023**

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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
- 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

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 pupils with a disability | <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> | All pupils access a curriculum that is individualised and supports them to achieve their individual EHCP targets. It prepares them for the next stage in their lives. | Annual Review of EHCP targets to ensure they are fit for purpose and reflect the needs and aspirations of each individual | SLT | Ongoing | <p>All EHCP targets are both individual to the pupils and appropriate to enable to them to progress and meet their individual goals.</p> <p>Pupils are well prepared for the next stage in their individual journey, within school or into adulthood.</p> |

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|--|---|---|--|--|--|--|
| | <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></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"> • <i>Lifts</i> • <i>Hoists</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Wide, easy access corridors</i> • <i>Button and fob-controlled doors</i> | <p>Environment is both specialist and fit for purpose – no adaptations required at this time to meet the needs of those accessing site.</p> | | | | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Recordable devices</i> • <i>Braille</i> | <p>Information is individualised to the needs of each pupil as part of curriculum delivery and wider school life.</p> | | | | |

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|--|--|--|
| | <ul style="list-style-type: none">• <i>Pictorial or symbolic representations</i>• <i>Objects of reference</i>• <i>Communication books</i>• <i>Makaton signing</i>• <i>Picture Exchange Communication Systems</i>• <i>Eye-gaze (AAC)</i> | |
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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

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|--------------------|--|--|--------------------|-----------------------------|
| Number of storey's | Single – Clayton Two- Malbourne | No action required Lift in place with emergency Evac and refuge points available in case of fire or failure | Site Team | N/A N/A |
| Corridor access | Wide corridors in all areas of both sites | None | Site Team | N/A |
| Lifts | 8 person occupancy lift at Malborne Campus- 6 monthly LOLER testing in place | None | Site Team | N/A |

| | | | | |
|----------------|---|------|-----------|-----|
| Parking bays | Disabled bays and drop curb one both sites | None | Site Team | N/A |
| Entrances | Auto- doors in place on both sites | None | Site Team | N/A |
| Toilets | Disabled access toilets and changing rooms with hoisting available on both sites and all floors | None | Site Team | N/A |
| Reception area | Electronic control access in place on both campus' | None | Site Team | N/A |

| | | | | |
|-------------------------|---|------|-----------|-----|
| Emergency escape routes | Fob controlled doors release at point of alarm sounding. Muster points on stairwell head and evac chairs available | None | Site Team | N/A |
|-------------------------|---|------|-----------|-----|