

## Accessibility Policy

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## 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.

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 Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

Our Academy'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.

## 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.

## Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Enable parents/ carers with disabilities to fully access school e.g. open evenings, coffee mornings	The environment is adapted to meet the needs of parents/carers as required.  This includes: <ul style="list-style-type: none"> <li>• Ramps,</li> <li>• disabled parking bays</li> <li>• disabled toilets,</li> <li>• lifts to access 1<sup>st</sup> floor</li> </ul>	Include question re need for reasonable adjustments for parents/carers with disabilities on open evening appointment slips	Will vary according to adjustments needed e.g. staff awareness training in staff meetings	Headteacher, SENCO, SLT	Ongoing	Parents/carers who need accessibility arrangements due to a disability can make their needs known to school
Challenge disability- based bullying and harassment	Anti-bullying Policy Code of Conduct	Ensure that all staff are aware of and will challenge disability-based bullying and harassment amongst children and adults  Encourage children to tell an adult if they feel bullied or harassed	Use curriculum-based learning to teach and imbed good values  Use staff training sessions to imbed good values	Headteacher, SENCO, SLT, HOY, Teacher	Ongoing	Any incidents of disability-based bullying or harassment recognised, recorded and dealt with.  Number of incidents lessens over time

Clarification of emergency evacuation procedures	Induction Training Termly Fire Drill Access to appropriate training	As part of health and safety audit review plans for emergency evacuation  To be included on behaviour management plans for children with SEMH who can be uncooperative  Fire Marshall training	Review fire drills termly  Review Fire Marshall numbers & responsibilities	Headteacher SENCO, SLT	Ongoing	All staff know procedures for safe evacuation and are able to carry out their part in the procedure
Support return to school/work for children/staff with long term illness/disability	Meet with parents          Employee Return to work interviews	Meet with parents & children to plan return & make reasonable adjustments  <ul style="list-style-type: none"> <li>• phased return</li> <li>• part time timetable</li> <li>• seating</li> <li>• timely breaks</li> </ul> Meet with employee to plan return to make reasonable adjustments  <ul style="list-style-type: none"> <li>• phased return</li> <li>• part time working</li> <li>• seating</li> <li>• timely breaks</li> </ul>	Review Reasonable adjustments	SENCO HOY, Teacher          Line Manager	Ongoing	Children/ staff make successful return to work

Support children with language and communication needs	Review EHCP's	Review and implement speech and communication provision in all year groups Train/retrain staff to run groups as necessary Investigate the possibility of buying additional SALT time and services especially for EYF	SALT Provision	SENCO HOY, Teacher	Ongoing	Children with SCLN are able to access the curriculum
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, external training providers	SENCO HOY, Teachers		Children with disabilities make progress in line with children without disabilities
Review communication with parents/carers	Parent Surveys, website, texting	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	Ensure communication tools & services used are current and accessible to all	Headteacher, SLT, school office		Parents/ carers are satisfied with the quality of communication and the medium used

		support understanding; and to improve communication				
Raise awareness of disability	Access to appropriate training	Plan 'Disability Awareness Week' as part of PSHCE programme with particular focus	PSHE lessons	SENCO		Pupils/ staff more aware of disability
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, diabetes, epilepsy or mobility issues	Regular meetings with outside agencies linked to the disability and the child	To ensure Individual Health Plans are in plans for identified children and that there is collaboration between all key personnel	Ongoing Review EHCP	SENCO, Welfare Officer		Clear collaborative working approach

### **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

### **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

