

Accessibility Policy

Lime Trust 2024



Policy: Accessibility Policy

Date of Policy: September 2024

Date of Renewal: September 2027

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.



Introduction

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.

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.

Key objectives

- To provide an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.
- To ensure that the needs of disabled staff and parents / carers are accommodated in the school environment, as far as is reasonably practical.

Definition of disability

Applications for the normal point of entry for Reception Classes

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.' The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

The key duties placed on schools include:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

Who would be covered under the definition of disability

Pupils with:

- Physical impairment – includes sensory impairment • Eczema in its severest form • Diabetes • Nut allergy • Severe asthma
- Pupils with a progressive condition such as:
 - Cancer
 - Multiple sclerosis



- HIV infection

These conditions are included in the definition of disability since as soon as a child has the condition if it affects their ability to carry out normal day to day duties.

- Pupils with a severe disfigurement do not have to prove that their impairment has a substantial adverse effect their ability to carry out day-to-day duties.
- Pupils with a mental health need or impairment such as:
- Learning difficulties and an impairment resulting from or consisting of a mental illness
- Hidden impairments such as:
 - dyslexia
 - autism (ASD)
 - speech and language impairment
 - attention deficit hyperactivity disorder (ADHD)
 - pupils with an Education, Health and Care Plan (EHCP) as a child's ability to memorise, concentrate, learn, speak, move is central to their education and affect their ability to carry out normal activities.

A person does not need to have a diagnosis in order to be considered as having a particular impairment or disability. If the condition has a long term and substantial adverse effect on their ability to carry out normal day to day activities he/she would come under the definition. This may include problems with mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech/hearing/eyesight, memory or ability to concentrate/learn/understand, perception of risk of physical danger.

It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

Curriculum

Lime Academy Larkswood 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 Larkswood 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 Larkswood 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.

The school is a two-storey building, with wide corridors and several access points from outside. EYFS and KS1 areas are all on the ground floor with door access from the outside and inside to all rooms. KS2 is on the first floor, which can be accessed by a lift. On-site car parking for staff and visitor includes two 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; this includes refuge areas for wheelchair users.

Staff training

Priorities are identified through the Academy Improvement Plan, Performance Management and in person with the Inclusion Manager. 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 with a focus on SEND
- Opportunities for discussions with outside professionals and specialist teachers e.g. SALT
- Literature available on specific aspects of disability access

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.

Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

Action plan

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 additional learning, medical and disabilities	<p>Ensure pupils with additional learning, medical and disabilities are able to access the curriculum.</p> <p>Ensure the curriculum meets the needs of the pupils with additional learning, medical and disabilities.</p> <p>Comply with the Equality Act.</p>	<p>The curriculum is reviewed periodically to ensure it meets the needs to the pupils.</p> <p>Improve staff understanding of children with additional learning, medical and disabilities.</p> <p>Raise attainment of children learning, medical and disabilities.</p> <p>Raise awareness of disability.</p> <p>To establish close liaison with outside agencies for pupils with Education Health Care Plans (EHCPs) and medical needs.</p>	<p>Regular curriculum reviews.</p> <p>Train/ retrain staff to support pupils to access the curriculum with additional learning, medical and disabilities.</p> <p>Train staff to manage conditions of children with medical needs.</p> <p>To review all statutory policies to ensure that they reflect inclusive practice and procedures.</p> <p>Vulnerable group data – Pupil Progress meetings.</p> <p>To ensure identify Individual Health Care plans are in place where</p>	<p>SENCO</p> <p>Headteacher</p> <p>r SALT</p> <p>Welfare</p> <p>Lead School</p> <p>Nurse</p> <p>External training providers</p>	<p>Ongoing</p>	<p>All pupils with additional learning, medical and disabilities are able to access the curriculum.</p> <p>Pupils and staff more aware of disabilities.</p> <p>Inclusion threaded throughout all policies and pupil progress of all children improved through inclusion.</p> <p>Clear collaborative working approach.</p>

			<p>there is collaboration between all key personnel.</p> <p><i>Plan 'Disability Awareness Week' as part of PSHE.</i></p>			
<p>Improve and maintain access to the physical environment</p>	<p>Clarification of emergency evacuation procedures</p> <p>Support return to work/ school for staff/ pupils with long term disability/ illness</p> <p>Ensure that the physical environment is safe and fully accessible to all</p>	<p>Ensure all evacuation plans are up to date, reviewed regularly and staff are made aware of them.</p> <p>Include behavior management safety evacuation plans.</p> <p>Appropriately trained staff.</p> <p>Meet with parents/ employees to plan return e.g. phased returns/ adequate adjustments</p> <p>To ensure the handrails are slip resistant, ramps and access is in place. I.e. elevators for all adults and pupils with <i>additional learning, medical and disabilities are able to fully access the physical environment</i></p>	<p>Staff training and sharing of key information pertaining to the evacuation procedures.</p> <p>Regularly review and update behaviour plans.</p> <p>Annual Fire Marshall training.</p> <p>Incorporate SLT leaders to support with the process of returning to work/ school</p> <p>All physical environments adhere to health and safety procedures and protocols.</p> <p>Maintenance and repairs report to Keir.</p>	<p>Larkwood SLT</p> <p>Keir</p>	<p>Ongoing</p>	<p>All staff to be aware and confident in the use of the emergency evacuation plans and procedures.</p> <p>Staff/ pupils to successfully return to work/ school.</p> <p>Adults and children are safe whilst site.</p> <p>Emergency lighting meets regulations.</p> <p>All classes are accessible to all pupils.</p>

		Emergency lighting in place Make all classrooms accessible to all.				
Improve the delivery of information to pupils with additional learning, medical and disabilities	Support children with language and communication needs. To ensure identify Individual Health Care plans are in place where there is collaboration between all key personnel.	Review and implement speech and language communication.	Regular reviews of impacts of Speech and Language interventions. Investigate the possibility of buying additional SALT time and services especially for EYFS. Ensure all EHCPs are up to date, reflect the needs of the child and are adhered to.	Larkswood SLT SENCO		Children with additional learning, medical and disabilities to make progress in line with children without learning, medical and disabilities.
Uphold and improve parent/ carer communication	Parents/ carers with disabilities to fully access the school, including school events	Enable parents/ carers with disabilities to fully access the school, including school events. Consider font style, size of print, payout used for written communication with parents/ carers.	Include questions re: the need for reasonable adjustments for parents/ carers with disabilities on open evenings /appointment slips/ school communication Increase staff awareness through training.	Larkswood SLT	Ongoing	Parents/ carers who need accessibility arrangements due to a disability can make their needs known to school. Parents/ carers are satisfied with the quality of communication and the medium used.

		<p>Provision of an interpreter where possible and where appropriate.</p> <p>'Drop in' sessions available to parents/ carers to access ICT to support understanding and to improve communication.</p>	<p>Consider use of IT as alternative method of communication.</p> <p>Secure an interpreter.</p> <p><i>Enable 'Drop in' sessions available to parents/ carers to access ICT to support understanding and to improve communication.</i></p> <p>Conduct parent/carer surveys.</p> <p>Updates through the website and texts.</p>			
Challenge disability – based bullying and harassment	A zero-tolerance approach to Disability based bullying and harassment	Ensure that all Staff aware of and will challenge disability-based bullying and harassment amongst children and adults	Plan 'Anti-Bullying Week' as part of PSHE.	Larkwood SLT	Ongoing	<p>Any incidents of disability-based bullying or harassment recognized, recorded and investigated.</p> <p>Number of incidents lessens over time.</p>

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