

## 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.

## **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 Parnwell 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 Parnwell 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 Parnwell 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 one dedicated disabled parking bay. 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. Training may take place in a variety of ways:

- Induction with relevant policies
- Attending courses held by the Lime Academy 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

**Appendix A**  
**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	Resources/ Actions/Strategies	Lead Persons	Time Scale	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, Site Manager	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 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.



Support children with language and communication needs	Review of any EHCP's  SALT discharges pupils who have made significant progress	Implement speech and communication provision where required  Train/retrain 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, external training providers	SLT, SENCO, HOY, teacher		Children with disabilities make progress in line with children without disabilities
Review communication with parents/carers	Website, parentmail, parent survey, text and email communication  Discussions at parent's evenings	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, teacher		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	Disability Awareness is part of PSHE programme	PSHE lessons Circle time	SLT, SENCO, HOY, class teacher		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 communication 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	SLT, SENCO, Lead First Aider		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