

Accessibility Plan

Lime Trust 2024



Policy: Accessibility Plan

Date of Policy: June 2024

Date of Renewal: June 2025

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.



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 academy council members.

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.

Action Plan – Example below

Aim	Current good practice (including established practice and practice under development)	Objectives Short/ medium/ long term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for all pupils	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the specific and individual pupil needs to allow all pupils access the curriculum.</p> <p>Personal learning goals are set for all pupils. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed periodically to ensure it meets the needs of all pupils.</p>	<p>Develop a playground that promotes physical activities, development of fine and gross motor skills, encourages social interaction and communication and provides sensory opportunities for pupils and that is accessible to all</p> <p>To ensure opportunities for outdoors learning are available for all</p> <p>ICT to be used as a tool for spoken and written communication and as an aid to help all pupils access learning</p>	<p>Resurfacing playground and other outdoor surfaces</p> <p>Purchase resources for outdoor learning</p> <p>Minibus with tail lift to be brought back in to use</p> <p>I-pads/ laptops/ low tech communication devices to be purchased to allow all pupils access to the curriculum</p>	<p>DC</p> <p>DC</p> <p>DC and TD</p>	<p>Sept 2022</p> <p>Oct 2022</p> <p>Sept 2022</p> <p>Jan 2023 and Ongoing as required</p>	<p>All pupils being able to access outdoor areas</p> <p>Minibus in Use for Students</p> <p>ICT being used consistently as a tool to support communication and learning</p>
Improve and maintain access to the	The environment is adapted to the needs of pupils as required.	All student Classrooms to be situated in main block	Classrooms to be created from old family room and other space.	DC and JW	Sept 2022	Staffroom and Offices within Bungalow



physical environment	This includes: Ramps	Make all classrooms accessible to all	Staff facilities to be consolidated in bungalow	DC and JW	Sept 2022	
	Corridor width	All fire doors to be fixed to make sure they are compliant with H&S regulations.	Fire door audit to be carried out and repairs undertaken as required	DC and JW	LF, DC and JW	All fire doors meet required standard, Judicium audit criteria Doors are suitable for use by wheelchair users
	Disabled toilets and changing facilities	DDA complaint fire doors to be installed in the corridors.	Resurfacing of key areas	LF, DC and JW	Sept 2022	
	Overhead hoists in most classrooms and other learning Spaces	Steps/ access paths to be leveled out to allow for safe movement around all parts of the school, both indoors and outdoors.	Quotes for installation of DDA doors in key access points	DC and JW		Fire Drill feedback shows easier evacuation
		Fire evacuation routes are leveled out to allow for safe evacuation in the event of a fire	Undertake required work to improve access around the school	DC and Site Team	ongoing	Exterior grounds are accessible for all
		Emergency	Audit emergency lighting. Get quotes and install as required	DC and JW	Dec 2023	All evacuation routes are wheelchair/ changing bed accessible
						Emergency



		<p>lighting as required</p> <p>Fire alarm warning is accessible to all staff/ pupils</p>	<p>Regular Fire Evacuation Drills</p>	<p>JW and DC</p>	<p>ongoing</p>	<p>lighting meets regulations</p> <p>Fire Alarm Feedback forms - monitored</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Recordable devices Braille</p> <p>Pictorial or symbolic representations</p> <p>Objects of reference</p> <p>Communication books</p> <p>Makaton signing</p> <p>Picture exchange communication</p> <p>Eye-gaze</p>	<p>Key signs to include Braille/ OoR/ Photos/ Symbols</p>	<p>Signs around the school to be updated as required</p> <p>All student accessible rooms to have clip frames with signs in</p>	<p>Office and RT plus Communication Lead</p>	<p>Ongoing</p>	<p>All key signs around the school accessible to all</p> <p>Widgit used for display annotation</p>



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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 Academy Council.

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