



## Accessibility Plan and Policy

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Adopted by: Abbotsmede Academy Council

Date: May 2018

Review date: May 2020

Signature of Chair of Academy Council: \_\_\_\_\_

To be read in conjunction with:

Equality Policy  
Equal Opportunities Policy  
SEN/D Policy  
SEN Information Report (Local Offer)  
Inclusion Policy  
Behaviour Policy  
Safeguarding Policy  
Health and Safety Policy  
Teaching and Learning Policy

## **Introduction and key principles**

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Academy Council is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act of 1995. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against, or treat less favourably, pupils because of sex, race, disability, religion or belief and sexual orientation.

This policy refers to adults as well as children and so speaks of 'person' rather than 'pupil' or 'child' unless the circumstances are specific.

## **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**

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.

## **Accessibility Plan**

The school's Accessibility Plan (see Appendix A) shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions related to the key aspects of:

- curriculum access
- the physical environment
- written information

### *Curriculum*

Lime Academy Abbotsmede 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 Abbotsmede 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 Abbotsmede 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.

*Access Audit* - The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is the responsibility of the Academy Council. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The school is a one storey building, split over two levels with wide corridors and several access points from outside. EYFS, KS1 and KS2 areas are all on the ground floor with door access from the outside and inside to all rooms.

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.

### *Information*

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Lime Academy Abbotsmede aims to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

### **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 Academy Trust
- School INSET days
- Staff meetings with a focus on SEN/D
- Opportunities for discussions with outside professionals and specialist teachers e.g. SALT
- Literature available on specific aspects of disability access

## Appendix A - Accessibility Action Plan 2017-2018 (Lime Academy Abbotsmede)

Objective	Lead Persons	Action / Strategies	Resources	Staff Development	Time Scale	Success Criteria	Evaluation
Overarching objective 1: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Lime Academy Abbotsmede school community for students and prospective students with a disability							
Overarching objective 2: To ensure that the needs of disabled staff and parents /carers are accommodated in the school environment, as far as is reasonably practical							
Enable parents/ carers with disabilities to fully access school open evenings, coffee mornings		<ul style="list-style-type: none"> <li>• Include question re need for reasonable adjustments for parents/carers with disabilities on open evening appointment slips</li> </ul>	Will vary according to adjustments needed.	Staff Awareness – training during staff meetings	Ongoing	<ul style="list-style-type: none"> <li>• Parents/ carers who need accessibility arrangements due to a disability can make their needs known to school</li> </ul>	
Challenge disability-based bullying and harassment		<ul style="list-style-type: none"> <li>• Ensure that all staff are aware of and will challenge disability based bullying and harassment amongst children and adults</li> <li>• Encourage children to tell an adult if they feel bullied or harassed</li> </ul>	Anti bullying policy  Code of Conduct policy	Staff Awareness – training during staff meetings	Anti bullying weeks in school year	<ul style="list-style-type: none"> <li>• Any incidents of disability based bullying or harassment recognised, recorded and dealt with.</li> <li>• Number of incidents lessens over time</li> </ul>	
Clarification of emergency evacuation procedures		<ul style="list-style-type: none"> <li>• As part of health and safety audit review plans for emergency evacuation</li> <li>• To be included on behaviour management plans for children with SEMH who can be uncooperative</li> <li>• Fire Marshall training</li> </ul>	Access to appropriate training	Support staff trained	Ongoing	<ul style="list-style-type: none"> <li>• All staff know procedures for safe evacuation and are able to carry out their part in the procedure</li> </ul>	
Support return to school/work for children/staff with long term illness/disability		<ul style="list-style-type: none"> <li>• Meet with parents/ employee to plan return e.g. phased return, part time working etc.</li> <li>• Make reasonable</li> </ul>	Return to work interviews	Build capacity for more senior leaders to support with the	Ongoing	<ul style="list-style-type: none"> <li>• Children/ staff make successful return to work</li> </ul>	

		adjustments as appropriate e.g. seating		process			
Support children with language and communication needs		<ul style="list-style-type: none"> <li>Review and implement speech and communication provision in all year groups</li> <li>Train/retrain staff to run groups as necessary</li> <li>Investigate the possibility of buying additional SALT time and services especially for EYFS</li> </ul>	SALT provision	SALT training		<ul style="list-style-type: none"> <li>Children with SCLN are able to access the curriculum</li> </ul>	
Raise attainment of children with disabilities		<ul style="list-style-type: none"> <li>Improve staff understanding of children with disabilities</li> <li>Train staff to manage conditions of children with medical needs</li> </ul>	School nurse External training providers	Staff meetings – 2 per year	Ongoing	<ul style="list-style-type: none"> <li>Children with disabilities make progress in line with children without disabilities</li> </ul>	
Review communication with parents/carers		<ul style="list-style-type: none"> <li>Consider font style, size of print, layout used for written communication with parents/carers</li> <li>Consider use of ICT as alternative method of communication</li> <li>Provision of an interpreter where possible and where appropriate</li> <li>Drop-in sessions available to parents: to access ICT; to support understanding; and to improve communication</li> </ul>	Parents survey Website Texting	Hardware/ software	Ongoing	<ul style="list-style-type: none"> <li>Parents/ carers are satisfied with the quality of communication and the medium used</li> </ul>	
Raise awareness of disability		<ul style="list-style-type: none"> <li>Plan 'Disability Awareness Week' as part of PSHCE programme with particular focus</li> </ul>	PSHCE lessons	Education resources		<ul style="list-style-type: none"> <li>Pupils/ staff more aware of disability</li> </ul>	

To review all statutory policies to ensure that they reflect inclusive practice and procedure	All SLT	<ul style="list-style-type: none"> <li>Comply with Equality Act 2012</li> <li>Inclusion threaded throughout all policies</li> <li>Vulnerable group data – Pupil Progress meetings</li> </ul>	Ongoing	Raising awareness of various policies Signposting CPD to cohorts in need / classes	Ongoing	<ul style="list-style-type: none"> <li>Inclusion threaded throughout all policies</li> <li>Progress of all children improved through inclusion</li> </ul>	
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, diabetes, epilepsy or mobility issues	SENCO	<ul style="list-style-type: none"> <li>To ensure Individual Health Plans are in place for identified children and that there is collaboration between all key personnel</li> </ul>	Ongoing	HT TAs Outside agencies	Ongoing	<ul style="list-style-type: none"> <li>Clear collaborative working approach</li> </ul>	
To ensure the handrails on rails are slip resistant	Site officer	Meet health and safety requirements. Ensure safe entrance and exit for children and parents.	Approved contractor. Materials	n/a	June 2019	<ul style="list-style-type: none"> <li>Handrails are now slip resistant.</li> </ul>	

Install appropriate manifestations to the primary entrance door set.	Site Officer	Meet health and safety standard. Ensure it is clearly defined that there is a glass door ahead	Approved contractor Materials	n/a	December 2018	Glass doors are clearly defined at the primary entrance	
To move the bell at the main entrance. Ensure the window is elongated.	Site officer	To enable staff to see a person in a wheel chair and for a wheel chair user to access the bell.	Approved contractor	n/a	December 2018	Main reception is accessible to wheel chair users.	







