

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

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
Enable parents/ Carers with disabilities to fully access school e.g. opening evening, coffee mornings	The environment is adapted to meet the needs of the parents/ carers as required. This includes: -ramps -disabled parking bays - stair lift to access EYFS	Include question re need for reasonable adjustments for parents/ carers with disabilities on opening evening appointment on Arbor	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 the school
Challenge disability-based bullying and harassment	Anti-bullying policy Code of conduct	Ensure that all staff are aware and will challenge adults/ children. 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, Phase Leader, Teacher	Ongoing	Any incidents of disability-based bullying or harassment recognised, recorded and dealt with



<p>Clarification of emergency evacuation procedures (e.g. fire)</p>	<ul style="list-style-type: none"> - induction - training - termly fire drill - Fire Marshall training <p>Appropriate access to training</p>	<p>As part of Health and Safety Audit review plans for emergency evacuations are adapted for children who have significant needs or could become dysregulated. They will have a PEEP on their care plan</p>	<p>Review of fire drills termly</p> <p>Fire Marshall training for staff</p>	<p>Headteacher, SENCO, SLT, Site Manager</p>	<p>Ongoing</p>	<p>All staff know procedures for safe evacuation and can carry out their responsibilities in the procedure</p>
<p>Support return to school for children/ staff with long term illness/ disability</p>	<p>Meet with parents</p> <p>Undertake employee return to work interviews</p>	<p>Meet with parents and children to plan return to school</p> <p>Make reasonable adjustments as appropriate e.g.</p> <ul style="list-style-type: none"> - phased return - Part time timetable - timely breaks <p>Meet with employee to plan return and make reasonable adjustments</p> <ul style="list-style-type: none"> - phased return - part time working 	<p>Reasonable adjustments to be made as described</p>	<p>SENCO, SLT, Teacher, line manager</p>	<p>Ongoing</p>	<p>Children/ staff make successful return to school</p>



		- setting - timely breaks				
Support children with language and communication needs	Review of any EHCP's and interventions	Implement speech and communication provision where required Provide regular CPD for staff to run groups as necessary	SALT provision	SENCO, Teachers	Ongoing	Children with SCLN can 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 and external training providers	SLT, SENCO, Headteacher, Phase Leader	Ongoing	Children with disabilities make progress in line with children without disabilities



<p>Review communications with parents/ carers</p>	<p>School website Text and email communication with Arbor Parent survey Parents evening discussions Class dojo</p>	<p>Consider font style, size of print, layout used for written communication with parents/ carers</p> <p>Consider use of ICT as alternative method of communication Provision of an interpreter where possible and where appropriate</p> <p>Drop-in sessions available to parents to access ICT, to support understanding and to improve communication</p>	<p>Ensure communication tools and services used are current and accessible to all</p>	<p>SLT, Headteacher, Teacher, Office</p>	<p>Ongoing</p>	<p>Parents/ carers are satisfied with the quality of communication and the medium used</p>
<p>Raise awareness of disability</p>	<p>Access to appropriate training</p>	<p>PSHE programme includes Disability Awareness</p>	<p>PSHE lessons Circle time</p>	<p>SLT, SENCO, Phase Leader, Teacher</p>	<p>Ongoing</p>	<p>Children and staff are more aware of disability</p>



To establish close liaison with outside agencies for children with ongoing health needs e.g. asthma, diabetes, epilepsy, mobility issues	Regular communication with outside agencies linked to the recognised need and the child	Ensure Care Plan for identified children are devised and reviewed in collaboration with all key personnel	Professional agencies linked to identified need	SLT, SENCO, Teacher	Ongoing	Clear collaborative working approach
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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