

Accessibility Plan and Policy

Lime Trust

Adopted by: *Lime Academy Parnwell*

Date: *21/5/18*

Review date: *May 2020*

Signature of Chair of Academy Council:

B.M. Donnell
Bullen Headteacher

To be read in conjunction with:

Equality Policy
Equal Opportunities Policy
SEN/D Policy
SEN Information Report (Local Offer)
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 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.

The school is a one storey building 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 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.

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 Parnwell 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 Parnwell)

Objective	Lead Persons	Action / Strategies		Resources		Staff		Time		Success		Evaluation
											Criteria	
<p>Overarching objective 1: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Lime Academy Parnwell school community for students and prospective students with a disability</p> <p>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</p>												
Enable parents/ carers with disabilities to fully access school open evenings, coffee mornings	SENCO	<ul style="list-style-type: none"> Include question re need for reasonable adjustments for parents/carers with disabilities on open evening appointment slips 	Will vary according to adjustments needed.	Staff Awareness – training during staff meetings	Ongoing	<ul style="list-style-type: none"> Parents/ carers who need accessibility arrangements due to a disability can make their needs known to school 						
Challenge disability-based bullying and harassment	SENCO	<ul style="list-style-type: none"> 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 	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"> Any incidents of disability based bullying or harassment recognised, recorded and dealt with. Number of incidents lessens over time 						
Clarification of emergency evacuation procedures	All SLT	<ul style="list-style-type: none"> As part of health and safety audit review plans for emergency evacuation To be included on behaviour management plans for children with SEMH who can be uncooperative Fire Marshall training 	Access to appropriate training	Support staff trained	Ongoing	<ul style="list-style-type: none"> All staff know procedures for safe evacuation and are able to carry out their part in the procedure 						
Support return to school/work for children/staff with long term illness/disability	SLT	<ul style="list-style-type: none"> Meet with parents/ employee to plan return e.g. phased return, part time working etc. Make reasonable 	Return to work interviews	Build capacity for more senior leaders to support with the	Ongoing	<ul style="list-style-type: none"> Children/ staff make successful return to work 						

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

To review all statutory policies to ensure that they reflect inclusive practice and procedure	All SLT	<ul style="list-style-type: none"> Comply with Equality Act 2012 Inclusion threaded throughout all policies Vulnerable group data – Pupil Progress meetings 	Ongoing	Raising awareness of various policies Signposting CPD to cohorts in need / classes	Ongoing	<ul style="list-style-type: none"> Inclusion threaded throughout all policies Progress of all children improved through inclusion 	
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"> To ensure Individual Health Plans are in place for identified children and that there is collaboration between all key personnel 	Ongoing	HT TAs Outside agencies	Ongoing	<ul style="list-style-type: none"> Clear collaborative working approach 	
To closely monitor the progress and outcomes of all 'disabled' children	SENCO	To use O Track to analyse data and inform SLT of progress	Termly	HOYs SLT	Termly	<ul style="list-style-type: none"> To up-skill staff in retrieving and analysing data 	

