

## Accessibility Plan

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Date: **September 2022**

Review date: **September 2025**

## Lime Trust

Lime Trust is founded upon four principles: Leadership, Innovation, Motivation and Excellence. It creates a sustainable group of exceptional, high-performing schools that improve life chances, and are trusted and respected in their communities. Lime Trust provides a high quality education for pupils through school-to-school collaboration, Trust direction, high challenge and support.

Along with our principles, Lime Trust has core values that are demonstrated and upheld by our pupils, employees and stakeholders. Respect for all underlines our seven core values:

**R**espect  
**E**quality  
**S**elf-worth  
**P**artnership  
**E**njoyment  
**C**ommunication (a voice for all)  
**T**rust

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. We believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

### Aims

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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.

### Legislation and Guidance

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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

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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

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Lime Academy Forest Approach 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 leisure and cultural activities or schools visits.

Lime Academy Forest Approach 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

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Lime Academy Forest Approach 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 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. In addition to this, there is also an evacuation plan and route map within every room in the school.

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### **Staff Training**

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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 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

### **Monitoring arrangements**

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This document will be reviewed every 3 years but will be reviewed and updated sooner if it is needed. The plan is shared and approved by the Academy Council.

### **Link with other policies**

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This accessibility plan is linked to the following documents:

- Health and safety policy
- Special educational needs (SEN) information report
- Managing medicines in school policy

## Appendix A- Action Plan

Aim	Current good practice (including established practice and practice under development)	Objectives Short/ medium/ long term objectives	Resources/ Actions/ Strategies	Lead people	Timescale	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school curriculum is designed to meet the range of learners at Lime Academy Forest Approach, ranging from learners not engage in subject specific learning to learners who can access a highly adapted national curriculum.</p> <p>The two sites are split by need enabling site specific expertise to develop and the provision to be adapted to meet the range of need</p> <p>Resources used are tailored to the needs of pupils who requiresupport to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Progress against the curriculum is measured in a variety of ways to demonstrate the personalised progress individuals make.</p> <p>Targets are set effectively and</p>	<p>All pupils access a curriculum that is individualised and supports them to achieve their Individual EHCP targets. It prepares them for the next stage in their lives.</p> <p>Extending the range of literacy opportunities across the school</p> <p>To continue to develop low arousal environments for learners that require this to access learning</p>	<p>Annual Review of EHCP targets to ensure they are fit forpurpose and reflect the needs and aspirations of each individual.</p> <p>EHCP evidence is captured effectively on Evidence for Learning and shared with all stakeholders</p> <p>Employ a reading lead to coordinate reading strategy used across the school. CPD for staff in developing reading strategies with students</p> <p>Audit all areas with the purpose of creating a low arousal environment.</p> <p>Scope resources to enable the creation of low-arousal environments.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>All EHCP targets areboth individual to the pupils and appropriate to enable to them to progress and meet their individual goals.</p> <p>Pupils are well prepared for the next stage in their individual journey, within school or intoadulthood.</p> <p>Assessment information is shared with parents regularly to demonstrate the individualised progress that learners make</p> <p>pupils will have greater access to literacy opportunities and story narratives (sensory) personalised at all levels of need</p>

	<p>are appropriate for pupils with additional needs.</p> <p>Individualised strategies for learners that require support to access the curriculum are developed. Strategies are shared with all stakeholders to consolidate and generalise skills</p>					
<p>Enable pupils/ parents/ Carers with disabilities to access the physical environment</p>	<p>The environment is adapted to meet the needs of the pupils/ parents/ carers as required This includes:</p> <ul style="list-style-type: none"> <li>-Ramps</li> <li>-Hoists</li> <li>-Wide, easy access corridors</li> <li>- Disabled parking bays</li> <li>-Disabled toilets and changing facilities</li> <li>-Access controlled doors</li> </ul>	<p>To ensure the environment is both specialist and fit for purpose, which is constantly reviewed to ensure that all facilities are accessible</p> <p>Ensure the safety of employees, customers and visitors in the event of an emergency</p> <p>Include question regarding the need for reasonable adjustments for parents/ carers with disabilities when being invited into school</p>	<p>Regular site walks to ensure all equipment continues to be fit for purpose</p> <p>All staff have training in key areas such as moving and handling</p> <p>Staff have had Evacuation chair training and are confident in using the equipment</p> <p>Other needs will vary according to adjustments needed e.g. staff awareness training in staff meetings</p>	<p>Headteacher, SLT, Site Manager</p>	<p>Ongoing</p>	<p>All equipment is in working order and is utilised to support all learners with additional needs</p> <p>Staff are trained to support mobility impaired people with a safe and comfortable way to evacuate a building in the event of an emergency, such as a fire.</p> <p>Parents/ carers who need accessibility arrangements due to an impairment need to make their needs known to the school</p>
<p>Improve the delivery of information to pupils with a disability and parents/carers</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>- Recordable devices</li> <li>- Braille</li> <li>- Pictorial or symbolic representations</li> <li>- Objects of reference</li> </ul>	<p>Information is individualised to the needs of each pupil as part of curriculum delivery and wider school life. Information is found in the learners EHCPs and Digital passports.</p>	<p>Information is shared systematically through our various channels E.g. Arbor, Evidence for Learning, Parent consultations</p> <p>Audit the use of the website by requesting</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Parents/carers have a full understanding of their young person and how Lime Academy Forest Approach adapt learning to meet their needs.</p>

	<ul style="list-style-type: none"> <li>- Communication books</li> <li>- Makaton signing</li> <li>- Picture Exchange Communication Systems</li> <li>- Eye-gaze (AAC)</li> </ul>	Improve accessibility of layout and functionality of the website, remote learning and feedback	access from parents around functionality and ease of use. Make adaptations to the remote learning offer			
Clarification of emergency evacuation procedures (e.g. fire)	<ul style="list-style-type: none"> <li>- Induction</li> <li>- Training</li> <li>- Termly fire drill</li> <li>- Appropriate access to training</li> </ul>	<p>As part of Health and Safety Audit review plans for emergency evacuations are included To be included on behaviour management plans for learners who can be uncooperative</p> <p>Fire Marshall training</p>	<p>Review of fire drills termly</p> <p>Fire Marshall training for staff</p>	Headteacher, SLT, Site Manager	Ongoing	All staff know procedures for safe evacuation and are able to carry out their responsibilities in the procedure
Support return to school for learners/ staff with long term illness/ disability	<p>Meet with parents</p> <p>Undertake employee return to work interviews</p>	<p>Meet with parents and learners to plan return to school</p> <p>Make reasonable adjustments as appropriate e.g.</p> <ul style="list-style-type: none"> <li>- Phased return</li> <li>- Part time timetable</li> <li>- Timely breaks</li> </ul> <p>Meet with employee to plan return and make reasonable adjustments</p> <ul style="list-style-type: none"> <li>- Phased return</li> <li>- Part time working</li> <li>- Setting</li> <li>- Timely breaks</li> </ul>	Reasonable adjustments to be made as described	SLT, Teacher, Line manager	Ongoing	Learners/ staff make successful return to school
Access to range of environments - natural and different to urban - links with Forest School and Coast	Off-site learning (educational visits) are built into the curriculum to support the generalization and consolidation of skills.		Link with other schools within the trust who have this provision. Joint plan/develop practice to enhance learning experience. Scope	SLT, EVC coordinator	Ongoing	School has access to a range of natural environments fully resourced for Engagement curriculum or social skills and independence aspects of

	<p>Our Lead practitioner will be a fully qualified Forest Schools practitioner in the coming months.</p> <p>Thematic learning is built on providing meaningful learning experiences</p>		<p>possibility or storage and set of multi-sensory resources. Scope possibility of orienteering type trail.</p>			<p>curriculum</p> <p>Increased number of pupils engage and have access to opportunities to develop independence within the local community</p>
<p>Raise attainment of learners with disabilities</p>	<p>Review and assess levels</p>	<p>Improve staff understanding of learners with disabilities</p> <p>Train staff to manage conditions of learners with medical needs</p>	<p>School nurse and external training providers</p>	<p>Headteacher, SLT</p>	<p>Ongoing</p>	<p>Learners with disabilities make progress in line with learners without disabilities</p>
<p>Review communications with parents/ carers</p>	<p>School website Text and email communication with Arbor Parent survey Parents evening discussions</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>Headteacher, SLT, Teachers, Office</p>	<p>Ongoing</p>	<p>Parents/ carers are satisfied with the quality of communication and the medium used</p>



To establish close liaison with outside agencies for learners with ongoing health needs	Regular communication with outside agencies linked to the recognised need and the child	Ensure EHCP's for identified learners are devised and reviewed in collaboration with all key personnel	Professional agencies linked to identified need	SLT, Teacher	Ongoing	Clear collaborative working approach
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