

# Accessibility Plan and Policy

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## Lime Trust

Adopted by: Larkwood LGB

Date: June 2015

Review date: June 2016

Signature of Chair of Governors: \_\_\_\_\_

To be read in conjunction with:

Equality Policy  
Equal Opportunities Policy  
SEN Policy  
School SEN report (Local Offer)  
Safeguarding Policy  
Health and Safety Policy  
Special Educational Needs Policy  
Curriculum Policy  
Teaching and Learning Policy  
Continued Professional Development Policy

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools which are:

- 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.

### **Definition of Disability**

Disability is defined within the Disability Discrimination Act 1995 (DDA) as:

“a physical or mental impairment which 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.’

### **Who would be covered under the definition of disability;**

People with an Impairment;

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

are covered as soon as they have the condition and before there is necessarily any effect on 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.

Mental impairment – includes learning difficulties and an impairment resulting from or consisting of a mental illness.

It can include hidden impairments such as:

- Dyslexia
- Autism
- Speech and language impairments
- Attention deficit hyperactivity disorder (ADHD)
- School Action Plus or Statemented children – (a child's ability to memorise, concentrate, learn, speak, move is central to their education). An impairment that has a long term and substantial effect on a child's ability to do these things may amount to a disability.

If the impairment affects normal day-to-day activity in one or more of the following;

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger,

the person does not have to have a diagnosis in order to be considered as having a particular impairment. 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.

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.

### **Key Objectives**

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.

The DDA specifies that an Accessibility Plan should make provision for:

- Increasing the extent to which disabled students can participate in the Academy curriculum
- Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the deliver of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication.

## Principles

The Academy recognises its duty to:

- Ensure that compliance with the DDA is consistent with the Academy's Equality Policy, its Equal Opportunities Policy, the operation of its SEN policy and any other Academy policy that has a focus and impact on it's disabled students, staff and parents / carers.
- Not discriminate against disabled students, staff and parents / carers in admissions and exclusions or in provision of education and associated services
- Not treat disabled students, staff and parent s/ carers less favourably
- Take reasonable steps to avoid putting disabled students, staff and parents / carers at a substantial disadvantage
- Publish an Accessibility Plan (detailed herein as follows)

## The Accessibility Plan

The plan is detailed (see Appendix A) and summarised below

- When performing their duties all staff and governors are committed to offering high-quality education to all children in the community with regard to the Disability Rights Commission (DRC) Code of Practice (2002) and in line with the requirements of the SEN and Disability Act (2001).
- Compliance with the requirements of the DDA is key to all school policies.
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- Access to Education means making a full school life accessible to the any disabled pupil, including any extracurricular activities and events.
- The school promotes inclusion and provides all pupils with a broad and balanced curriculum. It will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the

family and other agencies in the best interest of the pupil to meet their individual learning requirements and maximise educational opportunity.

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school recognises the parents' and child's right to confidentiality.
- The school is committed to continuing staff training to enable them to be effective in the education of young people with disabilities and/or Special Educational Needs.
- The school is committed to prioritising sufficient resources to support the actions identified in this plan.

## **Current Practice**

This section outlines the main activities and facilities which the Academy already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

## **Physical Environment**

The academy 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 Academy's site and to some parts of our newly developed playscapes. 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.

## **Curriculum**

The Academy 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. The Academy will continue to review provision and seek input from students, parents / carers, relevant specialist advisers and appropriate health professionals on a regular basis.

## **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.

## **Access Audit**

The school is a two storey building with wide corridors and several access points from outside. KS1 areas are all on the ground floor with door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement with Kier. School staff are trained in the operation of the lift when relevant. Training is reviewed annually.

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. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. 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.

## **Staff training**

The school's Continued Professional Development policy covers the needs of all staff. Priorities are identified through the School 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 Hackney Learning Trust
- School INSET days;
- Regular SEN meetings;
- Opportunities for discussions with outside professionals and specialist teachers eg SALT;
- Literature available on specific aspects of disability access.

## **Policy Review**

This policy has been adopted by the Local Governing Body and is approved biennially by the LGB unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the owner of the policy, the School Business Manager and the Headteacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the LGB.