

## Accessibility Plan

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Date: **May 2023**

Review date: **May 2026**

## 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:

- Respect is built on unconditional positive regard for all learners, all employees, and our wider communities
- Equity enables everyone to be treated as individuals - 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, feel confident and valued
- Partnership is working together for the common good ensuring learners are at the heart of all we do
- Enjoyment is feeling happy, being 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. We are open, honest, and kind

### Aims

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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

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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 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
Facilitate access to the curriculum for all learners	Our school curriculum is designed to meet the range of learners at Lime Academy Forest Approach. Learners needs range from thirteen different categories of SEN therefore we have developed a highly specialised, bespoke curriculum that incorporates elements of the National Curriculum and academic learning. It also focuses on developmental milestones and reflects good practice from a range of specialised curricular. This ensures that our learners are not only prepared for the challenges that life will present them but will also have the opportunity to take academic qualifications that will support them into adulthood.	<p>All Learners access a curriculum that is individualised and supports them to achieve their Individual EHCP targets. It prepares them for the next stage in their learning and development and life skills.</p> <p>Extend 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 effectively.</p>	<p>Annual Review of EHCP targets to ensure they are fit for purpose and reflect the needs and aspirations of each Learner.</p> <p>EHCP evidence is captured effectively on Evidence for Learning and shared with all stakeholders</p> <p>A reading strategy has been developed and implemented across the school and the progression of learner is being monitored to inform planning and learners next steps in learning. Staff are being supported in how to develop learners reading. A new library provision has</p>	SLT	Ongoing	<p>All EHCP targets are both individual to the Learners and appropriate to enable them to progress and meet their individual goals.</p> <p>Learners are well prepared for the next stage in their individual journey, within school or into adulthood.</p> <p>Assessment information is shared with parents regularly to demonstrate the individualised progress that learners make.</p> <p>Learners will have</p>

	<p>The school classes are organised by learners developmental and individual learning needs, this enables staff to support children effectively and for their learning to be challenged and to progress. This also enables staff to extend on their knowledge and expertise and for the curriculum and provision to be assessed and adapted to meet the range of needs of the learners.</p> <p>Resources used are tailored to the needs of learners to enable them to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities to show inclusivity.</p> <p>Progress against the curriculum is measured in a variety of ways to demonstrate the personalised progress learners make.</p>		<p>been developed in order to provide an accessible space for the whole school to promote and develop a love of reading in a nurturing environment.</p> <p>Resources have been purchased and the use of TEACCH has been implemented with specialist CPD that is being rotated through the staff over time to enable them to create a low arousal environment and deliver best practice SEND teaching.</p>			<p>greater access to literacy opportunities and story narratives (sensory) personalised to support all levels of need.</p>
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	<p>Targets are set effectively and are appropriate for learners individual needs.</p> <p>Individualised strategies used to enable learners to access the curriculum are monitored, reviewed and adapted in line with observations and planning. Strategies are shared with all stakeholders to ensure a cohesive learning environment.</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 learners / 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 learners, employees, and visitors in the event of an emergency</p> <p>Review needs and make reasonable adjustments for parents/carers with</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</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</p>

		disabilities when being invited into school.	meetings			arrangements due to an impairment need to make their needs known to the school
Improve the delivery of information to learners and parents/carers	<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> <li>- Communication books</li> <li>- Makaton signing</li> <li>- Picture Exchange Communication Systems</li> <li>- Eye-gaze (AAC)</li> </ul>	<p>Information is individualised to the needs of each learner as part of the curriculum delivery and widerschool life.</p> <p>Information re: communication need is found in the learners EHCPs and Digital passports.</p> <p>Improve accessibility of layout and functionality of the website, remote learning and feedback</p>	Information is shared systematically through our various channels E.g. Arbor, Evidence for Learning, Parent consultations	SLT	Ongoing	Parents/carers have a full understanding of their young person and how Lime Academy Forest Approach adapt learning to meet their needs.





School and Coast	<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>experience.</p> <p>Scope possibility or storage and set of multi-sensory resources..</p>			<p>curriculum or social skills and to support the independence aspects of the curriculum</p> <p>Increased number of learners engage and have access to opportunities to develop independence within the local community</p>
Raise attainment of learners.	Review and assess levels as ongoing.	<p>Improve staff understanding and knowledge of differing needs and disabilities</p> <p>Train staff to manage conditions of learners with medical needs</p>	School nurse and external training providers	Headteacher, SLT	Ongoing	Learners with disabilities make progress in line with learners without disabilities

Review communications with parents/ carers	School website, Text and email. Communication via Arbor, Parent surveys, events and Parents evening discussions	Consider font style, size of print, layout used for written communication with parents/ carers  Consider use of ICT as an 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.	Ensure communication tools and services used are current and accessible to all	Headteacher, SLT, Teachers, Office	Ongoing	Parents/ carers are satisfied with the quality of communication and the medium used
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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