Lime Trust
Putting Learners First

Accessibility Plan

Lime Trust 2026

Policy: Accessibility Plan

Date of Policy: Sept 2026

Date of Renewal: Sept 2027

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.

Governance

Where a policy refers to the responsibility of the Trust Board for monitoring, scrutiny or quality assurance, these may be delegated to one of the teams below through their governance processes.

- School Improvement Team Governance , who directly report to the Education Curriculum and Standards Committee
- Operations Team Governance, who directly report to the Finance Risk and Audit Committee
- External and internal audits reported to the Trust Board

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 Trustees.

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
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 supports pre- Formal/Semi Formal and Fromal 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. 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. Resources used are tailored to the needs of learners to enable them to access the curriculum.	All Learners access a curriculum that is individualised and supports them to achieve their Individual EHCPtargets. It prepares them for the next stage in their learning and development and life skills. Extend the range of literacy opportunities across the school To continue to develop low arousal environments for learners that require this to access learning effectively.	Annual Review of EHCP targets to ensure they are fit forpurpose and reflect the needs and aspirations of each Learner. EHCP evidence is captured effectively on Evidence for Learning and shared with all stakeholders A reading strategy has been developed and implemented across the school and the progression of learner is being monitored to inform planning and lerners next steps in learning. Staff are being supported in how to develop learners reading. A new library provision has been developed in order to provide an accessible space for the whole school tp promote and develop a love of reading in a nurturing environment. Resources have been purchased and the use of Structured Teaching Approach has been implemented with specialist CPD that is being rotated through the staff over time	SLT	Ongoing	All EHCP targets are both individual to the Learners and appropriate to enable them to progress and meet their individual goals. Learners are well prepared for the next stage in their individual journey, within school or intoadulthood. Assessment information is shared with parents regularly to demonstrate the individualised progress that learners make. Learners will have greater access to literacy opportunities and story narratives (sensory) personalised to support all levels of need.

	Curriculum resources include examples of people with disabilities to show inclusivity. Progress against the curriculum is measured in a variety of ways to demonstrate the personalised progress learners make. Targets are set effectively and are appropriate for learners individual needs. 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.		to enable them to create a low arousal environment and deliver best practice SEND teaching.			
Enable pupils/ parents/ Carers with disabilities to access the physical environment	The environment is adapted to meet the needs of the learners / parents/ carers as required This includes: -Ramps -Hoists -Wide, easy access corridors - Disabled parking bays -Disabled toilets and changing facilities -Access controlled doors	To ensure the environment is both specialist and fit for purpose, which is constantly reviewed to ensure that all facilities are accessible Ensure the safety of learners, employees, and visitors in the event of an emergency Review needs and make reasonable adjustments for parents/carers with disabilities when being invited into school.	Regular site walks to ensure all equipment continues to be fit for purpose All staff have training in key areas such as moving and handling Staff have had Evacuation chair training and are confident in using the equipment Other needs will vary according to adjustments needed e.g. staff awareness training in staff meetings	Headteacher, SLT, Site Manager	Ongoing	All equipment is in working order and is utilised to support all learners with additional needs 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. Parents/ carers who need accessibility arrangements due to an impairment need to

						make their needs known to the school
Improve the delivery of information to learners and parents/carers	Our school uses a range of communication methods toensure information is accessible. This includes: - Recordable devices - Braille - Pictorial or symbolic representations - Objects of reference - Communication books - Makaton signing - Picture ExchangeCommunication Systems - Eye-gaze (AAC)	Information is individualised to the needs of each learner as part of the curriculum delivery and widerschool life. Information re: communication need is found in the learners EHCPs and One Page profiles Improve accessibility of layout and functionality of the website, remote learning and feedback	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.
Clarification of emergency evacuation procedures (e.g. fire)	- Induction - Training - Termly fire drill - Appropriate access to training	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 Fire Marshall training	Review of fire drills termly Fire Marshall training for staff	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	Meet with parents	Meet with parents and learners to plan return to school Make reasonable adjustments as appropriate e.g. - Phased return - Part time timetable - Timely breaks	Reasonable adjustments to be made as described	SLT, Teacher, Line manager	Ongoing	Learners/ staff make successful return to school

	Undertake employee return to work interviews	Meet with employee to plan return and make reasonable adjustments - Phased return - Part time working - Timely breaks				
Access to a 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 generalisation and consolidation of skills. Our Lead practitioner will be a fully qualified Forest Schools practitioner in the coming months. Thematic learning is built on providing meaningful learning experiences		Link with other schools within the trust who have this provision. Joint plan/develop practice to enhance learning experience. Scope possibility or storage and set of multi-sensory resources..	SLT, EVC coordinator	Ongoing	School has access to a range of natural environments fully resourced for engagement, curriculum or social skills and to support the independence aspects of the curriculum Increased number of learners engage and have access to opportunities to develop independence within the local community
Raise attainment of learners.	Review and assess levels as ongoing.	Improve staff understanding and knowledge of differing needs and disabilities Train staff to manage conditions of learners with medical needs	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

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 Trust Board .

Link with other policies

This is 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