



Cabot
Learning
Federation

Accessibility Plan
Lime Hills Academy

Version 2.0 Sept 2019



LIME HILLS ACADEMY

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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up based on the EHCP needs of students and the temporary sites and covers the period from September 2024 September 2025. The plan is available in large print or another accessible format if required. The plan is specific to the temporary site.
- 1.2 The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The School's layout and facilities

2.1.1 The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. There are ramps into each of the teaching buildings. There is one disabled toilet on each temporary site.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the School curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- website
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the Academy Council. There will be a full review of the Plan in September 2025 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the School requires full information. All pupils have a Health and Care (**EHC**) plan; the School will work with the Local Authority (**LA**) who makes and maintains the EHC plan to ensure that the identified provision is delivered in an appropriate manner. The School will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware that is not captured in the EHCP.

2.2.3 In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the School curriculum

Targets	Strategies	Outcome	Goals achieved
Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Flexible approach to disabled pupils and increase in access to the Curriculum.

3.1 Key points considered when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4 Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Goals achieved
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Improved facilities for disabled students and visitors.
Medium term	Enable disabled pupils and visitors to access all buildings in the school. Plan to fit ramps and handrails to the entrances and exits which have priority in the new build.	Planned into the new build.	The school's entry areas will be fully accessible on both temporary sites.	Physical accessibility increased.
Long term	To ensure all pathways between buildings are wheel chair friendly and anyone using a wheelchair can move freely around the site.	Identify where the pathways are not wide enough/flat enough for a wheelchair to safely move along.	Having secured capital resources from the DfE the school's pathways can be adapted to be fully accessible.	Improved physical accessibility.

Key points considered when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5 Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Goals achieved
Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Delivery of information to disabled pupils is improved.

Key points considered when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Approved by: Lis Jolley	Principal
Approved by: Brigid Allen	School Council
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