



Limehurst Academy Policy Document

School Accessibility Plan (STATUTORY)

Date Approved by Governors: March 2019

Review Date: March 2020

Headteacher's signature:

Chair of Governors' signature:

Context

Limehurst is an inclusive academy. The school's mission statement Achievement in A Caring Environment underpins our policy and practice. This policy is to ensure that learners with disabilities are not discriminated against. The main beneficiaries of the Accessibility Plan are disabled students (current and prospective), as defined in the Disability Discrimination Act 2005 and in the Equality and Disability Act 2010, and where the Act may apply to Section 12 of the Academies Act 2010 and disabled parents/carers. It should be read in conjunction with the school's other policies on Equality and Special Educational Needs and Disability.

Principles

Limehurst Academy is committed to providing equal access and excellence for all, in order to promote the highest possible standard of achievement. This applies to all members of the school community – students, staff, governors and parents.

Our aim is to:

- To develop all students as responsible citizens, each in their own right
- To give each student an equal opportunity to fulfil their own potential, personally, socially and academically, within a rewarding and stimulating environment
- To provide all students with a broad, balanced and relevant education that will enable them to develop the knowledge, skills and attitudes needed for lifelong learning and to adapt to a fast changing world

Limehurst is committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Disability Discrimination Act so that students can access and benefit fully from the curriculum in its widest sense.

Ensuring Full and Fair Access

- Limehurst regularly reviews its policy and practice on inclusion and acts on the findings
- Limehurst has an open admissions policy in line with the relevant Equality and Discrimination Acts and the Academies Act 2010, which is published on the school's website
- Prior to transfer into year 7, Limehurst staff meet with primary staff, students and parents and gather appropriate information and profiles on the students who will be transferring to the school
- Throughout the five years that students are at Limehurst, the school monitors the learning outcomes, attainment and progress of all students. Any underachievement identified and its causes addressed. Qualitative and quantitative information is used (academic data in line with the school's assessment policy)
- Limehurst offers an extensive range of activities and ensures that such provision meets the needs of all students
- Limehurst works to communicate to all of the staff an understanding of the breadth of disabilities that are addressed through the Accessibility Plan and through the academy's policy and practice
- The school supports appropriate staff training to meet the needs of all of its students, for example, Autistic Spectrum Disorder, Visual Impairment and Attachment Disorder

- Where necessary, relevant information on students is passed on to the staff of the schools to which a student transfers, with an indication as to which support agencies and intervention strategies have been used at Limehurst so that continuity of provision can be provided
- Communication of information to students and parents is a clear priority and the particular needs of disabled students are taken into account, for example using a range of fonts, and communication formats.
- Risk assessments are carried out regularly to identify and address potential hazards/risks for all students as well as for particular individuals
- Limehurst is committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Equality Act and so that students can access and benefit fully from the curriculum in its widest sense
- The school regularly reviews the areas of the curriculum and facilities to which disabled students may have limited access, including the ICT suite, LRC and P.E. Appropriate strategies are in place to meet the learning needs of students in such circumstances. Such strategies include the targeted use of support staff as well as accommodating students in other areas of the school where networked facilities for ICT exist
- Where physical adaptation of the building may be needed, the school has made, and will make in future, reasonable adjustments in line with recommended practice
- Where external groups are using the school, consultation with them about access and the most appropriate areas of the building to use is carried out in line with Limehurst's Health and Safety and Lettings policies.

Responsibilities

All staff are committed to meeting the needs of disabled students and must proactively ensure that the needs of disabled students are considered and met where reasonably possible.

The Senior Leadership Team

- Ensure that this policy is maintained, updated and comprehensively applied
- Address issues related to access for disabled students
- Ensure that all other policies including Health and Safety and Special Education Needs and Disabilities (SEND) are linked to the Academy Accessibility Plan
- Monitor application of this plan through all relevant teams
- Monitor exam performance outcomes, progress and attainment of cohorts, groups and individual students.

Governors

- Monitor the application of this plan
- Review this plan

Other agencies

- Limehurst Academy works closely with external agencies, for example, Occupational Therapy, Specialist Teaching Service, School Nurse, School Counsellor and Educational Psychology

Increasing the extent to which disabled students can participate in the curriculum

The SEND team is the primary link between the school and disabled students. Their needs are taken into account and disseminated to all staff via the SEND register and a SEND Learning Profile. Depending upon the level of need and specialised support required, students may be supported in class by a Teaching Assistant who will have in depth knowledge of the students' needs and strategies for learning. Where required, students will have personalised support strategies which may involve intervention sessions to improve literacy, numeracy or social and communication skills. The SEND department work collaboratively with external services and organisations to gain specialist advice, guidance and support, regarding learning needs, strategies and provision.

SEND students are encouraged to attend break and lunchtime clubs and are reassured to know that they can approach any member of staff with a problem or a concern. Students are encouraged to attend extra-curricular activities and residential trips. As a school we provide extensive Continual Professional Development opportunities. The SENDCo, Teaching and Learning Team and Teaching Assistants work collaboratively with all departments to ensure lessons are differentiated appropriately. The whole school use of learning pathways ensures that all students are appropriately challenged.

There is close contact between staff and the SEND team to ensure effective communication among SEND, subject and pastoral teams. Teachers, Teaching Assistants, Students, Parents, External Professionals and other key staff are involved in the 'Assess, Plan, Do, Review' cycle. The continued partnership with a number of outside agencies means that the school can plan and adapt the curriculum to suit the requirements of all students.

The school has set the following priorities for increasing curriculum access:

Target	Action Required	Leadership	Timescale	Outcome
To ensure staff continue to be trained in specifically and key areas of SEND, which will provide all staff with strategies to use in the classroom	Review staff training as necessary and offer CPD and advice where needed	CC CS	Ongoing	All staff have the skills to be able to teach students with special educational needs and disabilities to ensure that they make expected progress
To continue to develop accessible teaching resources and methods, using technology where appropriate	To develop the use of digital technology to support learners e.g. ipads for speech to text software, software to read back work completed Staff to be signed up to use RNIB book share Increase the awareness and use of auxiliary aids	CS	Ongoing	All students have full access to the curriculum and a variety of ways of receiving and recording information
To review the PE curriculum to ensure its suitability and accessibility for students with	To review the current PE curriculum offer	CR	July 2019	Ensure that all students have full access to an appropriate PE curriculum

physical needs and visual impairments	To plan parallel learning opportunities where appropriate			
To continue to be creative in engaging parents, especially our hard to reach parents	To continue to run coffee mornings, family learning and other activity based parental sessions To run sessions at parents evenings on supporting learning at home	LK BB	Ongoing	Parents feel better able to support learning at home Increased parental engagement Improved progress across curriculum areas Reduced behaviour logs for no homework Positive feedback on parental questionnaires
To ensure that all school policies consider the implications of disability access	Equality impact to be considered when writing and reviewing policies	Named policy reviewer	Ongoing	Effective policies that meet the needs of all learners

Improving the physical environment of the school

Due to the age of the building, there are some areas of the school that are not fully accessible. The ICT classrooms and upstairs floor of the LRC are only accessible via a staircase. Appropriate strategies are put into place to overcome these barriers, which may include taking an alternative route or accommodating a class in another area of the school. The Shakespeare building is fully accessible and has excellent facilities for students with mobility difficulties. The corridors are well lit and free of obstacles, which helps students with physical needs to move around the building.

Where physical adaptation of the building is needed, the school has made, and will make in future, reasonable adjustments in line with recommended practice.

The school has set the following priorities for physical improvements to increase access:

Target	Action Required	Leadership	Timescale	Outcome
To make adaptations to the site to ensure that it is safe and easy to navigate for students with physical needs and visual impairments	Premises team to carry out specific work to the school site e.g. yellow strips on stairs, strips of yellow carpet added to identify floor inclines	CS	Achieved. To be monitored.	Students are able to independently access and navigate around the school site
To ensure that the toilet facilities allow access to students with physical difficulties whilst also allowing independence	Training of staff where relevant Liaison with specialist teams where required e.g Occupational Therapy	CS	Ongoing	Students are able to access toileting facilities safely
To allow key students staggered lesson changeovers to ensure that they are able to move around the site more easily and	Staff informed of relevant students Staff to remind students if needed	CS	Ongoing	Students are able to move around the site safely

avoid congestion in the corridors. This ensures their safe movement as well as reduces anxiety				
To provide training on the Evacuation Chair system for key staff	Training to be arranged with key staff	CS	Achieved. To be monitored.	PEEPs are in place for relevant students Staff are confident in the use of the Evac Chair
To provide moving and handling training for key staff	Training to be arranged with key staff via Ashmount School	CS	Achieved. To be updated as required.	Key staff are able to keep themselves and students safe when supporting physical needs
To ensure that any new building plans move towards giving greater ease of access	Liaison with relevant planning teams to ensure that building plans and developments ensure full accessibility	JM	Ongoing	Future site developments ensure accessibility for all stakeholders

Improving the delivery of information to students with a disability

A range of communication methods are currently used to ensure that information is accessible. These include use of coloured paper, sloping boards and exercise books with wider line spacing. There excellent support for providing information in a range of different languages for both staff and students.

The school has set the following priorities for physical improve the delivery of information:

Target	Action Required	Leadership	Timescale	Outcome
To develop the use of large print and Braille resources across the curriculum	Training to be delivered to all staff CG & KW to be given time during the week to adapt resources	CS	Ongoing	Students with visual impairments have full access to all information
To develop the use of assistive technology to improve access to information	Students to be shown how to use assistive technology Staff to be shown	CS	Ongoing	Students are able to independently access information more effectively
To review the accessibility of academic reports and letters provided to students	CS to liaise with CG to ensure that reports and letters are adapted to large print and/or Braille for specific individuals	CS	Ongoing	Students are able to access letters and reports