



# **ACCESSIBILITY POLICY & ACTION PLAN**

## **November 2022 - November 2025**

| <b>Approval delegated by<br/>Governing Body to</b> | <b>Link Governor - SEND</b>      |
|----------------------------------------------------|----------------------------------|
| <b>Reviewer</b>                                    | <b>SENCo<br/>M.Lowery</b>        |
| <b>Status</b>                                      | <b>Statutory</b>                 |
| <b>Review Cycle</b>                                | <b>3 Years</b>                   |
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| <b>Date of Next Review</b>                         | <b>Autumn 2025</b>               |

## Contents

|                                                          |    |
|----------------------------------------------------------|----|
| 1. Aims                                                  | 2  |
| 2. Legislation and guidance                              | 2  |
| 3. School ethos, vision and values                       | 3  |
| 4. Involvement of disabled people in developing the plan | 3  |
| 5. Action plan                                           | 5  |
| 6. Monitoring arrangements                               | 7  |
| 7. Links with other policies                             | 10 |

### 1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The action plan in Section 5 shows the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

### 2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. School ethos, vision and values**

Lime Tree Primary is a school with health at the centre of all that we do - Healthy Body, Healthy Brain, Healthy Heart. We promote all of our school community - children and adults - to be responsible, aspirational and successful lifelong learners and nurture them to become confident and resilient individuals. Our learner driven culture is underpinned by research-based pedagogy, meaning teaching and learning is continually developing and improving.

We cherish kindness and seek to ensure this is shown and experienced by everyone at Lime Tree and motivate our learners to grow into their compassionate best selves.

We are a respectful, inclusive community, embracing diversity, equality and individuality.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment.

The school will support pupils who are young carers of disabled family members.

The school is committed to the promotion of high standards of work, teaching, learning, attainment and behaviour. Our [Equality Information and Objectives Policy](#) and shared understanding of inclusion is fundamental to achieving this throughout the school. Achievement and success for all are enhanced by developing confidence and high self-esteem, without limitations imposed by stereotypes or low expectations. Knowledge of different cultures, lifestyles, beliefs and experiences helps to promote understanding and empathy towards communities.

The school's focus on developing a healthy body, brain and heart promotes equality and respect for all.

### **4. Involvement of parents and disabled people in developing the plan**

SEND Information is requested on school admission forms. Home visits in the Early Years give families an opportunity to discuss difficulties their children or other family members may experience and inform the school of what would constitute appropriate support. The views of governors are sought on developments.

The views of pupils on the SEND register and their parents are sought in review meetings. Parents of children in the school's Specialist Resource Provision (SRP) are invited to informal meetings and individual reviews. The steering group for the SRP has a parent representative and there is a parent SEND representative in the parent-teacher association. The SEND Parent Champion (As trained and supported by Achieving for Children)

will take an active role in reviewing and challenging the information within the Accessibility Plan and will regularly support families with children with a diagnosis or identified special educational need.

It is essential that people with disabilities in the school community are involved in monitoring and developing the action plan. At Lime Tree, we really value the views of parents. We invited a focus group of parents to discuss the plan. This policy was also discussed with the school Governor for Inclusion. Feedback to the draft plan was given and acted upon by the Senior Leadership Team.

We continue to engage with the parent body and school community to raise awareness of and celebrate our inclusivity. This includes (but is not limited to):

- Regularly seeking parents' views on the home-school partnership; how to maximise learning at both home and school through differentiation, accessibility and improved communication.
- Coffee mornings and workshops to support new families within the school community and raise awareness around how best to meet the needs of children (phonics, mental health, Maths mastery and Early Identification of SEND.)
- Fundraising events to promote a range of activities related to the school's context (Autism Awareness, Mental Health Day, Anti-Bullying Week, Cultural Awareness Days). Such events can provide much needed additional income to finance additional resources and occupational therapy equipment.
- Offer opportunities to volunteers to work alongside a range of children from various backgrounds and with a range of learning needs, in order to better understand the school's context, and help learners through additional adult support.
- Raising the profile of the school's link SEND Parent Champion to support families to better understand the local offer and support available for their children and their presenting needs.

## 5. Action plan

This action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

### 5.1. Increase access to the curriculum for pupils with a disability

#### Current good practice:

- Our school offers a differentiated and accessible curriculum for all pupils. This based on research and effective pedagogy
- We have a commitment to ensuring that all pupils are working in a safe, comfortable and safe environment
- We use resources tailored to the needs of pupils who require support to access the curriculum, for example giving disabled pupils access to ICT where writing is a barrier to communicating ideas
- Reasonable adjustments to learning are reviewed regularly in order for all children to be able to access the learning made available to them
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs (This includes, but is not limited to Pupil Support Plans (PSP's) and Educational Health and Care Plans (EHCP's)
- The curriculum is reviewed formatively to ensure it meets the needs of all pupils
- We have a commitment to improving consistency of practice in the wider school community and support extended hours provision with regard to equal access, and encourage all children to attend after school clubs
- There is a high level of inclusion and access to mainstream classroom learning for children in the SRP
- We provide appropriate staff training to support pupils with SEND; the effectiveness of this is monitored and reviewed through further training
- Behaviour plans are created for pupils who have been identified with emotional and attachment difficulties; support is sought from external agencies to maximise the effectiveness of these plans. These plans are regularly reviewed.
- Quiet spaces and work areas are available for children who need time out from class to re-regulate and/or re-focus.

| Priority                                                                                                                                                                                                                                                                          | Lead people                                                                                  | Action                                                                                                                                                                                                                                                                                | Resources                                                                                                                                                                          | Time                                                                                                                      | Success Criteria                                                                                                                                                                                                                                                                                                                                       |
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| <p>Short-term:<br/>Increase in reach and outreach support provided by staff in the Specialist Resource Provision (SRP) for pupils with special educational needs and disabilities.</p> <p>(Colourful Semantics, Communicate In Print and de-escalation strategies)</p>            | <p>Teacher in Charge of SRP</p> <p>Key Stage 2 SRP Teacher</p> <p>Senior Leadership team</p> | <p>Staff within the SRP provide training to staff within the mainstream.</p> <p>External professionals (speech and language, occupational therapy and educational psychology) support SRP teachers to implement interventions and SRP teachers share expertise across the school.</p> | <p>Intervention programmes as per recommendations from professionals.</p> <p>Service Level Agreement with external professionals.</p>                                              | <p>Continuous throughout the school year.</p>                                                                             | <p>Children with special educational needs and disabilities have access to targeted support and intervention and make progress against their targets.</p> <p>Staff are empowered to be 'leader of learning' through developing their knowledge of how to meet the needs of all learners</p>                                                            |
| <p>Medium term:<br/>Refine and further develop attachment aware and trauma informed practice so that all staff are well placed to meet the needs of children across the school, including those who are SEND, have attachment difficulties or those who are care experienced.</p> | <p>Inclusion Leader</p> <p>Teacher in Charge of SRP</p> <p>Senior Leadership Team</p>        | <p>Staff training in attachment awareness and emotion coaching.</p> <p>Review of training through emotion coaching scripts and case study analysis</p>                                                                                                                                | <p>Support provided through AfC Virtual School.</p> <p>Additional support and reviews conducted by Inclusion Lead</p>                                                              | <p>Attachment Award School Award achieved by September 2022 and embedded across the school by the end of Autumn 2023.</p> | <p>The school achieves the Attachment Award School Award and all staff are well placed to meet the needs of pupils across the school.</p> <p>Staff feel better prepared at managing the behaviour of SEND children and those who have attachment difficulties.</p> <p>The number of low-level incidents involving these children reduce over time.</p> |
| <p>Long-term:<br/>Continue to develop inclusive quality-first teaching in line with the SEND Code of Practice so that all pupils have access to a well-planned curriculum.</p>                                                                                                    | <p>Deputy Head</p> <p>Inclusion Leader</p>                                                   | <p>Teacher development through weekly training, open-to-learning conversations and lesson studies.</p> <p>Monitoring of planning, teaching and learning to ensure that clear</p>                                                                                                      | <p>Use of STRAPS as the main vehicle for developing pedagogy:<br/>S - Split screen LO<br/>T - Talk<br/>R - Reading<br/>A - Accessibility &amp; Differentiation<br/>P - Plenary</p> | <p>November 2025</p>                                                                                                      | <p>Staff take part in regular continued professional development.</p> <p>Monitoring of planning, teaching and learning shows STRAPS embedded across the school.</p>                                                                                                                                                                                    |

|  |  |                                                                                                                                                                                                                                                                                |                                                                               |  |  |
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|  |  | <p>accessibility and differentiation is evident. Early identification for children with SEND.</p> <p>Specific equipment provided for individual pupils as necessary.</p> <p>Pupil Support Plans and EHCP Targets are relevant to the personal learning needs of each child</p> | <p>S - Self-assessment SEND Code of Practice and SEND Threshold Guidance.</p> |  |  |
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## 5.2 Improve and maintain access to the physical environment

### Current good practice:

- Physical access to the school and classrooms for pupils with mobility difficulties e.g. giving reasonable consideration to the rooms where accessibility is easier, keeping corridors and pathways across classrooms clear
- The environment is continually enhanced through the school's building maintenance and redecoration programme
- The school building complies with regulations to provide disabled access to all floors and the outdoor areas
- There is a lift, an accessible kitchen, library shelves at wheelchair-accessible height, disabled toilets on all floors and an ambient disabled toilet in the ground floor resourced provision, with an accessible shower
- There is a changing bed, hoist and toilet chair on the second floor
- There are 2 disabled parking bays outside the school on the South Bank Terrace side

| Priority                                                                                | Lead people                        | Action                                                                                                                                                                                     | Resources                                                                                                                                                                                                          | Time          | Success Criteria                                                                                                                                                         |
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| Long-term:<br>Provide specialist occupational therapy/sensory equipment.                | Inclusion Leader<br><br>PE Teacher | Audit pupil needs and purchase equipment accordingly.<br><br>Liaise with external agencies for assessment and outcome reports<br><br>Liaise with external agencies for necessary equipment | Resources to be identified following audit of children's needs. Sensational Kids to support.<br><br>Small hall space for all sensory therapy sessions and additional assessments based on presentation of children | November 2025 | Children with disabilities will participate in occupational therapy.<br><br>Children will show progress in their area of need.<br><br>Targets are relevant, are reviewed |
| Long-term:<br>Ensure maintenance of accessibility in the purpose-built school building. | School Business Manager            | Maintenance plan in place and schedule followed.                                                                                                                                           | Allocated budget for repairs and maintenance.                                                                                                                                                                      | November 2025 | The building is safe and accessible for all stakeholders.<br><br>Potential repairs and routine maintenance are completed in a timely manner.                             |



### 5.3 Improve the delivery of information to pupils with a disability

#### Current good practice:

- Our school uses a range of communication methods to ensure information is accessible such as providing clear signs, images and text in various forms; using large print format, pictorial or symbolic representations and/or key words. Staff have been trained in the programmes 'Colourful Semantics' and 'Communicate In Print' to ensure learning can be accessed by all learners.
- Making all school documents available in large print format if requested and written information to be provided in a relevant form that meets the needs of parents/carers, if so requested and it is reasonable to do so.
- We support children and parents with English as a second language, by continuing to seek support from members of the school community, bilingual assistants, translation services or other outside agencies, as appropriate
- We have regular questionnaires and other forums to support the school to take into account the range of views from all users of the school, in removing barriers that disabled people may feel they have to overcome to take part fully in school life

| Priority                                                                                                                                                                                                                                   | Lead people                                       | Action                                                                                                                                                                                                     | Resources                                                                                                                  | Time                | Success Criteria                                                                                                                                                                                                                                                        |
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| Short-term:<br>Make information available in different formats as necessary e.g. enlarging print for the visually impaired, simplifying language, using Picture Exchange Communication Systems (PECS) and Communication in-Print (Widgit). | Inclusion Leader<br><br>Teacher in Charge of SRP  | Class teachers use visual timetables.<br><br>All staff have visuals on lanyards.<br><br>Whole school approach to using visuals.<br><br>Inclusion manager to consult professionals for advice as necessary. | Communicate in-Print installed on 10 teacher computers.<br><br>Staff training in the use of Widgit and Colourful Semantics | By November 2023.   | Monitoring will show that all staff are consistently using visuals to support children with additional needs and disabilities.<br><br>Parent survey suggests communication is clear and easy to follow, resulting in a reduction in queries regarding information sent. |
| Medium-term:<br>Families to have easy access to clear information regarding                                                                                                                                                                | Inclusion Leader<br><br>Teachers in Charge of SRP | School to publish a SEND Policy and Information Report. This will be                                                                                                                                       | SEND Policy and Information Report.<br><br>School website.                                                                 | On-going each year. | SEND Policy and Information Report will be compliant.<br><br>The SEND section of the school                                                                                                                                                                             |

|                                                                                                                                                                   |                                                   |                                                                                                                                                                                             |                                                                                               |                   |                                                                                                                                                              |
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| the support available for children with SEND.                                                                                                                     |                                                   | reviewed annually and published on the school website. it will be available in other accessible formats on request.<br>The SEND section of the school website will be reviewed and updated. |                                                                                               |                   | website will provide information regarding the support available for children with SEND.                                                                     |
| Long-term:<br>Children with an EHCP are able to communicate their views, wishes and aspirations in an accessible way through child/person-centred annual reviews. | Inclusion Leader<br><br>Teachers in Charge of SRP | Child/person-centred annual reviews and review meetings throughout the school year.<br><br>Provision mapping (Whole school)                                                                 | Support/training from the Local Authority on delivery of child/person-centred annual reviews. | By November 2024. | Children and parents' views, wishes and aspirations are stated in their child's EHCP.<br><br>Annual reviews are completed within statutory annual deadlines. |

## **6. Monitoring arrangements**

It will be the responsibility of the whole school community to implement this policy in a manner which promotes the inclusive ethos of our school.

The Accessibility Plan is reviewed annually by the Senior Leadership Team and Governing Body and publicly commented upon every year. In addition, it will be reviewed three-yearly. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

The actions will be reviewed and shaded as follows:

- BLUE for actions that are complete
- ORANGE for actions that are to be carried over to the next action plan
- GREEN for actions that are complete but continue to require ongoing activity

### **6.1 Impact assessment to be carried out in April 2025**

The school will evaluate the effectiveness of this policy in relation to increased awareness of staff and governors on issues relating to disability:

- Have all school policies agreed in the last 3 years been checked for their impact on pupils with disabilities?
- Does the School Improvement Plan respond to the needs of those with disabilities?
- The school will assess feedback from consultation to give a clear measurable picture of the profile of disability in our school community.
- What are the achieved outcomes for pupils with SEND and/or a disability? What actions have been taken to involve them?
- Are resources being used which promote positive views of disability?
- Do risk assessments have full regard to the requirements of the Equality Act and DfE?
- Have reasonable adjustments been taken to facilitate access for pupils with disabilities?
- What further positive measures can be taken to increase participation, socially and academically; of people with disabilities in our school community - do we need to treat pupils with disabilities more favourably than others?
- What are the training needs of the school regarding accessibility?

## **7. Links with other policies**

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Health and Safety Policy
- Equality Information and Objectives Policy
- SEND Policy and Information Report
- Children with Health Needs Who Cannot Attend School
- Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Staff related policies, e.g. risk assessments, Return to Work

