



LIONHEART ACADEMIES TRUST

C. ACCESSIBILITY ACTION PLAN
and DISABILITY POLICY

2018-19

Lionheart Academies Trust Disability Policy/Accessibility Plan

Our Commitment to Disabled People

Lionheart Academies Trust is committed to equality of opportunity for disabled people and to ending discrimination. The passing of the Disability Discrimination Act 1995, extended by the SEN and Disability Act in 2001 has given a new focus to our work and has led to the development of this policy statement.

The policy sets out our commitment to disabled people.

Our Objective

We want disabled people visiting and working in the schools to be able to realise their full potential. We will make progress towards this by:

- Removing barriers and changing the attitudes which prevent disabled people from gaining access to employment within the schools and to the services provided by the schools.
- Working in consultation with disabled people to this end.
- Acting as an example of good practice to encourage other organisations across Leicestershire to similar efforts.
- Adhere to the Lionheart Pledge.

Guiding Principles

We believe that disability is a social issue and that an impairment becomes a disability because of the social and physical barriers that the individual faces. Our efforts will be focussed on removing these barriers.

We are guided by the following principles:

- Anti-discrimination - such that disabled people are not subject to discriminatory practices
- Equality of opportunity - for disabled people in every aspect of their dealings with the schools.
- Independence not dependence - enhancing the independence of disabled people and increasing the choices available to them.
- Individual needs - recognising that the disabled person is an individual who, like all others, has his or her own needs, abilities, rights and responsibilities.
- Accountability - such that the responsibility for securing equal treatment and removing barriers rests both with the schools as a whole and with individual decision-makers within it.
- Integration - such that services for disabled people are provided as part of an integrated whole, not separately.
- Involvement in decision-making - so that disabled people, or their advocates, are consulted before decisions which affect them are made.

Providing Access to the Schools' Services

We aim to remove the barriers to obtaining the schools' services and will seek to ensure that the services provided are those that are required. To help achieve this we will:

- Consider disabled people appropriately about their needs, and levels of satisfaction with the services they use, and seek their views on how new facilities are provided or designed.
- Appraise our own services, with the help of disabled people, to remove barriers to access.
- Raise awareness with own staff, particularly managers and all those who are in contact with the public, so that they are more aware of the barriers placed by society in the way of disabled people and can communicate effectively with them.
- Provide information about our services clearly and in a variety of formats accessible to disabled people.
- Influence agents providing services on our behalf to take similar initiatives.
- Monitor provision for students.

The Trust as an Employer

The Trust's Equal Opportunities Policy already demonstrates our commitment to achieving equality of opportunity for disabled people in employment. We will build on this in:

- Recruitment - by encouraging applications from disabled people and ensuring that the short-listing and interview process gives them equal opportunity.
- The working environment - by taking all reasonable steps to ensure that the working environment does not prevent suitably qualified disabled people from taking up or staying in employment with us.
- Career development - by ensuring that disabled people have the same opportunity as other staff to develop their full potential within the schools.
- Retention of newly disabled staff - by ensuring that any employee who becomes disabled is fully supported in maintaining a role appropriate to his or her experience and abilities.
- Work experience - by ensuring that work placement opportunities within the schools, particularly for young people, are made available for disabled as well as non-disabled people.
- Staff training - by making staff throughout the schools, and particularly those involved in recruitment and selection, more aware of the circumstances of disabled people.

Accessibility Plan – checklist

All schools are required to have an accessibility plan, although this can be published as part of another document. The checklist here is designed to help school leaders and governors when writing and reviewing their accessibility plan. It is based on [Department for Education advice on the Equality Act 2010](#).

| What to cover | Tips |  |
|--|---|---|
| <p>Accessibility plans must set out how the schools will:</p> <ul style="list-style-type: none"> • Aim to increase the extent to which pupils with disabilities can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information for disabled pupils and parents | <p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities? | |
| <p>Details of how you will make the schools' curriculum, physical environment and information more accessible for people with disabilities</p> | <p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies that will be employed to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria | |

Section 1: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the schools will achieve these aims.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|--|---|---------------------|-------------------------------|-----------------------------|------------------|
| Increase access to the curriculum for pupils with a disability | <p>Ensure that all students are entered for age appropriate exams/courses</p> <p>LSA support where appropriate</p> <p>ARs to assess students' access to the curriculum and make adjustments where necessary</p> <p>Ensure students are on the correct academic pathway</p> | <p>LT – all SEND students to have access to a suitable and appropriate curriculum</p> <p>ST – conduct pathway interviews</p> | Conduct interviews | Leadership/all teaching staff | | |
| Improve and maintain access to the physical environment | <p>Work with Premises to identify potential hazards such as steps, access to toilets</p> <p>Maintain physical environment to allow disabled students to access buildings</p> | <p>ST – any potential hazards are dealt with immediately</p> <p>Premises to have a LT programme of maintenance and repair</p> | | | | |

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|---|---|--|--|--|--|--|
| Improve the delivery of written information to pupils and parents | Develop Beehive Make sure that data snapshots are easy to read Ensure that all ParentMails are clear and written in clear English | Make sure that all parents are trained in how to use Beehive and are able to access homework | Make sure that IT dept are putting on training sessions re: Beehive and data snapshots | | | |
|---|---|--|--|--|--|--|

Section 2: Access audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|--|--|--------------------|-----------------------------|
| Number of stories | 2 maximum | | Site Manager | |
| Corridor access | Majority are accessible but the corridor is narrow due to the design of the building | | Site Manager | |
| Lifts | 5 passenger lifts 1 scissor lift | On-going maintenance to ensure safety | Site Manager | |
| Disabled Parking bays | 5 | | Site Manager | |
| Entrances | 4 with automatic doors | On-going maintenance to ensure safety | Site Manager | |
| Ramps | | | Site Manager | |
| Accessible Toilets | 12 | On-going maintenance to ensure safety | Site Manager | |
| Reception area | | | Site Manager | |
| Internal signage | Signs are highlighted for SEN/VI students | On-going maintenance to ensure safety and updated where required | Site Manager | |
| Emergency escape routes | Refuge sites and evacuation chairs and fire escapes | On-going maintenance to ensure safety On-going Manual Handling training | Site Manager | |