



LIONHEART ACADEMIES TRUST

C. ACCESSIBILITY ACTION PLAN and DISABILITY POLICY

Adapted for The Cedars Academy

2017-20

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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 school 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 with the school and to the services provided by the school.
- 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 school.
- 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 school 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 School Services

We aim to remove the barriers to obtaining the school's 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 School as an Employer

The school'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 school.
- 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 school, particularly for young people, are made available for disabled as well as non-disabled people.
- Staff training - by making staff throughout the school, 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 school 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 school's 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 school 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 students follow the correct learning pathway and are entered for appropriate exams.</p> <p>LSA support within lessons according to LMSS banding/hours stated on Education, Health and Care plan.</p>	<p>Long term – all students with a disability will have access to a suitable curriculum.</p> <p>Short Term - Head of Year and Student Manager to work with the SENCO to ensure that pupils with a disability have access to an appropriate curriculum.</p>	Head of Year/Student Manager/SENCO to interview students prior to transition and selection of GCSE subjects.	Head of Year/Student Manager/SENCO/Teaching staff	January per academic year	<p>Students will achieve 4 or 5 levels of progress.</p> <p>Students will have a successful and happy education</p>
Improve and maintain access to the physical environment	Continue to work with Premises officers to ensure that the site is safe for all staff and students and for site to allow disabled access where possible.	<p>Long term – the site will allow full disabled access.</p> <p>Short term – any hazards are promptly dealt with</p>	<p>Hazards to be identified by staff and dealt with by premises team.</p> <p>AK, DC, KMB to walk the site and highlight</p>	Premises team, teaching staff, AK, KMB, DC	Ongoing	No/few hazards identified across the site.

			hazards to premises team and point out which parts of the site lack disabled access.			
Improve the delivery of written information to pupils and parents	<p>Continue to use <i>Beehive</i> within every day practice.</p> <p>Continue to use <i>Show My Homework</i> within every day practice.</p> <p>Ensure that parent mails are clear and in standard English.</p>	Ensure that parents and staff are fully trained in using <i>Beehive</i> and <i>Show My Homework</i> .		SLT, ICT team, heads of year	Parents and staff fully trained by the end of 2016/17 academic year.	<i>Beehive</i> and <i>Show My Homework</i> will be part of routine practice.

Section 2: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Highest number of storeys is 4	Lessons would need to be moved on to ground level if a staff member/student was unable to access the stairs. Investigate instillation of a lift for the blocks without this access.	AK, KMB Site Manager	N/a
Corridor access	Majority of corridors are accessible. Stairs within the corridors of lower site restrict access. Some corridors are also narrow due to the design of the buildings.		Site Manager	N/a
Lifts	One Lifts in Design Block and one in the PTC	On-going servicing and maintenance to ensure safety	Site Manager	Ongoing
Parking bays	Disabled bays at main reception, PTC and upper site and lower site carparks	Non needed	Site Manager	N/a
Entrances	Doors are all two way 2 with automatic doors (i.e. Main Reception and PTC)	On-going maintenance to ensure safety	Site Manager	Ongoing
Ramps	There are ramps into SEND department, rear of A Block, humanities entrance and lower site main foyer.	Ramps to be built instead of stairs where possible.	Site Manager	Ongoing
Toilets	7 boys, 7 girls, 7 disabled and 14 staff toilets.	On-going maintenance to ensure in good order.	Site Manager	Ongoing
Reception area	Very spacious and excellent wheelchair access (i.e. disabled parking, automatic door, low height reception desk and disable toilet in these areas).	More wheelchair access across the site would be desirable.	Site Manager	Ongoing

Internal signage	Signs are all clear and suitable for SEND/VI students	On-going maintenance to ensure fit for use.	Site Manager	Ongoing
Emergency escape routes	Refuge sites and evacuation chairs and fire escapes	On-going maintenance to ensure safety. On-going manual handling training	Site Manager	Ongoing