

January 2015

Purpose

This Accessibility Plan is designed to ensure that Mount Street Academy and Lincoln Carlton Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the Governing Body took account of the school's public sector equality duty set out in the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) and consulted with staff, parents and pupils.

This Plan is made available on the school's website and is also available in large print or other accessible format if required.

Duties on the school

- A duty to not discriminate against disabled pupils for a reason related to their disability
- A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

There are three strands to the planning duty:

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of disabled pupils.*

Increasing access to the curriculum

- Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

- Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils who are not disabled, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

Action Plans

Attached are three action plans relating to the above three areas.

The School is committed to delivering the Action Plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the academy before and after the pupil has started at the school.

Complaints

If you wish to make a complaint regarding any aspect of this Plan, please refer to the school's Complaints Policy.

Review

During the period to which this Plan relates, the school will keep the Plan under review and will make revisions and updates as necessary.

Next Review Date: January 2017

Associated Policies

Health and Safety;
Special Educational Needs Policy;
Safeguarding Policy.

Mount Street Academy and Lincoln Carlton Academy

DATE: January 2012

DATE LAST REVIEWED: January 2014

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	Availability of written material in alternative formats	<p>The RNIB guidelines are made available to all staff</p> <p>A representative of the Governing Body liaises with RNIB and other appropriate bodies to become more aware of services available for converting written information into alternative formats.</p> <p>Guidance from above is made available to all staff.</p>	The school provides written information in alternative formats when required.	Ongoing and where appropriate	Written information provided in alternative formats.

<p>Medium Term</p>	<p>Ensure internal decoration of school benefits pupils with visual impairments.</p>	<p>Seek advice from LEA, Academy Trust, Sensory Impaired Support Service and RNIB on appropriate colour schemes and blinds and follow this when refurbishing.</p>	<p>Several classrooms are made more accessible to visually impaired children.</p> <p>All corridors and entrances more accessible.</p>	<p>Ongoing but where appropriate</p>	<p>Physical accessibility of school increased.</p>
	<p>All staff able to differentiate the curriculum to take into account a range of disabilities.</p>	<p>Undergo training on differentiating the curriculum with curriculum adviser support and input from voluntary bodies.</p> <p>(All teachers via in-service day).</p>	<p>Teachers are more fully able to meet the requirements of disabled children's needs with regard to accessing the curriculum.</p>	<p>Ongoing</p>	<p>100% of lessons observed provide differentiation.</p>
	<p>Ensure internal decoration of school benefits pupils with visual impairments.</p>	<p>Seek advice from LEA Sensory Impaired Support Service and RNIB on appropriate colour schemes and blinds and follow this when refurbishing.</p>	<p>Several classrooms are made more accessible to visually impaired children.</p> <p>All corridors and entrances more accessible.</p>	<p>Ongoing</p>	<p>Physical accessibility of school increased.</p>

<p>Long Term</p>	<p>The accessibility of each entrance and exit is improved in priority order through the fitting of ramps and handrails as finances allow.</p>	<p>Planned use of devolved formula capital resources in accordance with Asset Management Plan priorities.</p>	<p>Over three year period the school's two main entry areas will be physically accessible. Other entry areas to be dealt with on a rolling programme and completed in five years.</p>	<p>Ongoing</p>	<p>Physical accessibility of the school increased.</p>
<p>Other notes</p>	<ul style="list-style-type: none"> • All classrooms have either flat or ramped entrance and exits. Some fire doors have mat wells that need to be remodelled to help wheelchair access. • There is the provision of a disabled toilet and at Mount Street a hoist. This hoist could be moved if there was a need at Lincoln Carlton Academy. • Both schools have access to a disabled shower and changing facilities in the hygiene suite. • Both schools have access to a mobile hoist. • Corridors are wide enough for wheel chairs to be used. • Main entrances are flat allowing for easy wheel chair access. • Access to Kitchen Server is clear and suitable for wheel chair bound pupils. • The schools Fire and Evacuation Procedures lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Pupil Profiles and individual risk assessments where appropriate. • A separate Care Plan will also be drawn up to include such evacuation plans. • Pupils will always have the opportunity to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included <ul style="list-style-type: none"> -Outdoor Education, Sports, Music , Clubs and activities , Excursions and trips • Awareness sessions have been made available to children staff. • Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Pupil Profile where appropriate. • The suitability of any event and the need for additional support is discussed fully with parents in advance. • Children will be given access to a range of communication tools. For example use of iPads to communicate/use of radio aids. 				