

Accessibility Plan (CST)

Last Updated Saturday 12th November 2016

This plan applies to Benjamin Adlard Primary School, Mount Street Academy and Lincoln Carlton Academy

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1. Purpose

This Accessibility Plan is designed to ensure that Benjamin Adlard Primary School, Mount Street Academy and Lincoln Carlton Academy complies with equality and disability legislation and best practice. The schools are 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 Lincolnshire Strategic Board took account of the school's public sector equality duty set out in the [Equality Act 2010](#) 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.

2. 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).

3. Reasonable adjustment duty

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

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.

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

4. Planning duty

There are three strands to the planning duty

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

5. 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

6. 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.

7. 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.

8. Action Plans

[Please click this link for the action plans relating to the above three areas.](#)

The Schools are 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.

9. Communication with parents

In order to best meet the needs of a pupil with a disability, the schools require full information. Parents are expected to work with the schools 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.

10. Complaints

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

Reviewed by: Carla Wray

Provision Committee Review Date: Thursday 01st September 2016

Governing Body Review Date: Thursday 17th November 2016

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