Author	Rachel Mason	Target group	All employees, consultants and volunteers
Issued	September 2021		
Approved by	Education Executive Team	Next review	September 2023

Lincoln Carlton Academy Accessibility Plan

Date: October 2021

Purpose

This Accessibility Plan is designed to ensure that 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 school 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 formats if required.

Duties on the school

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults 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.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	Yes	No		
1.2 Are there high expectations of all pupils and staff?	Yes	No		
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	Yes	No		
1.4 Are pupils equally valued?	Yes	No		
1.5 Do staff seek to remove all barriers to learning and participation?	Increase of pupils with increasingly complex needs in school – particularly around engagement.	Staff knowledge and understanding of sensory strategies to support engagement.	Training and development of the OT universal offer. This will include development of some 'first port of call' resources. This is in development this year (2021-2022)	Yes

1.6 Are lessons made accessible to all students?	Yes	No		
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?	Refinement of TA deployment strategy needed to ensure consistency and impact.	Consistent deployment strategy to be updated.	Training needs – some newly qualified and early career teachers who are not experienced in leading TAs. Implementation of curriculum changes.	Yes

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	No		
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Updates needed: De-escalation and positive handling AET Autism awareness tier 1.	Staff up-to-date knowledge and understanding of practices.	Training.	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	Yes	No		
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	Yes	No		

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?				
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	Lap-top availability.	Need to establish who needs an assigned laptop.	Resourcing – ICT lead working with SENDCo to identify individual pupils needing regular access to laptop so that this can be provided separately to the class lap tops used to deliver the computing curriculum.	Yes
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	Yes	No		
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes	No		
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes	No		

3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	Yes	No		

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
4. The physical environment *Consider all the areas to which pupils should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.*				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?	No	No		
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes	No		
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes	No		
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	No	No		
4.5 Are there any signs which may be confusing or inadequate, for example at the wrong height to be seen by wheelchair users or with little	No	No		

contrast between lettering and background, or with font which is too small to be easily visible?				
4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	Yes	No		
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	No	No		
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	No	No		
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	No	No	Personal Emergency Evacuation Plans (PEEP) in place for all staff/pupils with hearing impairment needs.	

Appendix 2: Accessibility Plan template

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

Aim: Increase access to the curriculum for pupils with a disability	
Current Good Practice	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • School employs a school-based OT who has implemented a 3 tiered offer of support. • School work with a range of specialists including behaviour consultant, specialist teachers, specialist outreach services, physio, OT, speech and language therapists and educational psychologists. • School have developed an enhanced provision in the Explorers room for children engaging in bespoke curriculums. •
Objectives	1. To ensure that TAs are effectively deployed consistently across school and has the optimum impact on outcomes for pupils. 2. To create a bank of laptops (and other IT equipment) to be allocated to individual children with specific needs (to reduce the need to remove laptops from the class lap top banks) 3. To develop the universal offer of school-based OT support – including developing training and support materials for staff.
Actions to be taken	1. TA deployment action plan developed with curriculum leads, SENDCo and TA line managers – including provision of mentor TAs and CPD for teachers on effective deployment. 2. SENDCo to liaise with computing leads about children requiring access to a laptop (following SEND reviews as part of the cycle of assess-plan-do-review) 2. Bank of laptops ordered and stored safely so they are accessible when needed. 3. SENDCo and OT to continue with fortnightly line management with a standing agenda item to be development of the universal offer. 3. Bank of resources to be developed by the OT. 3. Training package to be planned for 2022-2023.
Person responsible	1. SENDCo/deputy teaching and learning lead 2. SENDCo/computing lead. 3. SENDCo/OT

Date to complete actions by	1. November 2021 2. January 2022 3. September 2022
Success criteria	1. TA's are consistently deployed effectively across school and this is evidenced through improved outcomes for pupils. 2. Children with specific learning difficulties have access to equipment that enables them to access learning and show what they know. 3. The universal offer of OT support is ready to implement giving access to 'first port of call' resources and effective CPD for staff.

Aim: Improve and maintain access to the physical environment	
Current Good Practice	Lincoln Carlton Academy is built all on one level and is wheelchair accessible. The environment is also adapted to the needs of pupils as required. This includes: • Ceiling track hoist in hygiene suite. • Sensory room • Nurture suite • All storage, displays and library resources provided at accessible heights and in accessible areas. • Provision of adapted zones in the learning street to break up the open space. • Furniture used to create zones in contrasting/bright colours.
Objectives	School to work alongside the sensory education service to evaluate the need for non-visual guides such as changes in floor surface to support mobility around school.
Actions to be taken	SENDCo to liaise with SEST habilitation specialist.
Person responsible	SENDCo
Date to complete actions by	July 2022
Success criteria	Accessibility for the visually impaired is evaluated and plans are in place to adapt as recommended by SEST.

Aim: Improve the delivery of information to pupils with a disability	
Current Good Practice	At Lincoln Carlton Academy we work alongside a range of specialists to ensure that we provide a total communication approach for all pupils. Printed

	representations of symbols used with AAC communication ipads are available around school. Staff are trained in PECs, Makaton, BSL and use of AAC technology.
Objectives	To create a bank of laptops (and other IT equipment) to be allocated to individual children with specific needs (to reduce the need to remove laptops from the class lap top banks)
Actions to be taken	See actions above relating to provision of laptops.
Person responsible	SENDCo and Computing leads.
Date to complete actions by	January 2022
Success criteria	Children requiring regular access to laptops have allocated equipment available in all relevant lessons.