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## Lincoln Carlton Academy Accessibility Plan

**Date: 10<sup>th</sup> September 2024**

### Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***“Every Student, Every Lesson, All the time.”***



### 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 students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of **Lincoln Carlton Academy** to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Duties on the school

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

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. It is also available in large print or other accessible formats if required.

## Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

## Planning duties

This section outlines the main activities which **Lincoln Carlton Academy** undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum.

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- ▪ Modified examination papers
- ▪ Modified resource and support material
- ▪ ICT facilities

## Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need or other relevant information about their child(ren).

## Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

## Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

## Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and 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.

The Director of Education will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every three years.

## 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
- SEND Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

## Appendix 1: Accessibility Audit

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
1.1 Is everyone made to feel welcome, including those with Special Educational Needs and / or disabilities?	Yes. Leaders meet and greet children on the school gates. Teachers greet children at the door of classrooms.	Non	Non	No
1.2 Are there high expectations of all students and staff?	Yes. Linked to behaviour and ethos policy. Inset delivered in September.	Non	Non	No
1.3 Do staff, Anthem Community Councils and students share and promote a philosophy of inclusion?	Yes. Inclusion high on the agenda of community council – representative identified.	Non	Non	No
1.4 Are students equally valued?	Yes. Evidenced through school ethos, inclusion policy and	Non	Non	No

	behaviour and ethos policy.			
1.5 Do staff seek to remove all barriers to learning and participation?	Yes. Evidenced through SEND files including those children at school monitor.	A minority of children accessing bespoke curriculums outside of classroom to meet sensory regulation needs.	Continued work to develop alternative and enhanced curriculum offer including training and support through school-based OT.	Yes
1.6 Are lessons made accessible to all students?	Yes. Evidenced through SEND files including those children at school monitor.	A minority of children accessing bespoke curriculums outside of classroom to meet sensory regulation needs.	Continued work to develop alternative and enhanced curriculum offer including training and support through school-based OT.	Yes
1.7) Are support staff used effectively to positively impact on student outcomes?	Provision map.	Training and development.	Continued professional development being developed through school development plan. This includes development of TA forums and training package through Anthem institute.	Yes

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
<b>2. Staff training</b>				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Previous use of communication ipads. Current use of Clicker 8.	Non	Non	No
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with a disability?	Yes ongoing development of CPD including work with external agencies and specialists.	Training and development.	Continued professional development being developed through school development plan. This includes development of TA forums and training package through Anthem institute.	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for students with a disability?	Yes. Training delivered by school-based OT and SENDCo.	Training and development.	Continued professional development being developed through school development plan. This includes development of TA forums and training package through Anthem institute.	Yes
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Yes. This is also enhanced and supported by the graduated approach handbook.	Training and development.	Continued professional development being developed through school development plan. This includes development of TA forums and training package through Anthem institute.	Yes

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
<b>3. Provision of written information</b>				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	Information presented in a range of ways plus opportunities to access translations and adapted text.	Non	Non	No
3.2 Do you provide access to computer technology appropriate for students and adults with disabilities?	Yes.	Non	Non	No
3.3 Do you provide access to internet resources appropriate for students and adults with disabilities?	Yes in line with online safety policy.	Non	Non	No
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes – previous work with the sensory education support service. Use of programmes such as Clicker 8 that can be used with audio settings to read back.	Non	Non	No
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes.	Non	Non	No

3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from <a href="http://www.rnib.org.uk">www.rnib.org.uk</a> )	Previously for visually impaired student.	Non	Non	No
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Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
<b>4. The physical environment</b> <i>Consider all the areas to which students 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.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for students and adults who use wheelchairs?	Building all on one level with accessible entrances and exits.	Non	Non	No
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes – hygiene suite with ceiling track hoist and shower in KS1 learning street.	Non	Non	No
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes.	Non	Non	No
4.4 Is there any decor which may be confusing or disorientating for students and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	No doorways all have a black strip and different coloured flooring to mark out new areas.	Non	Non	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 contrast between lettering and background, or with font which is too small to be easily visible?	No.	Non	Non	No
4.6 Is there accessible storage to enable students and adults with a disability to access aids and equipment?	Yes several cupboards at a range of heights and sizes.	Non	Non	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. Even within the open learning streets display boards can be used to create accessible areas.	Non	Non	No
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?				
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?				

## Appendix 2: Accessibility Plan template

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

<b>Aim: Increase access to the curriculum for students with a disability</b>	
Current Good Practice	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all students</li> <li>• We use resources tailored to the needs of students who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all students, including those with a disability</li> <li>• Targets are set effectively and are appropriate for students with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all students</li> </ul>
Objectives	<p>Continued work to develop alternative and enhanced curriculum offer including training and support through school-based OT.</p> <p>Continued professional development being developed through school development plan. This includes development of TA forums and training package through Anthem institute.</p>
Actions to be taken	<p>Advice and support for staff planning for children working on the Engagement model.</p> <p>Development of multi-sensory maths curriculum with support of resources from Maths for Life.</p> <p>Development of bespoke reading approach through See and Learn.</p> <p>Development of long and medium term plans for children accessing education outside of the mainstream classroom.</p> <p>Set up TA forum to share good practice and disseminate training.</p> <p>Training offers to be shared half termly including training available through the Anthem institute.</p>
Person responsible	SENDCo
Date to complete actions by	April-2025.
Success criteria	<p>Planning overview in place for Explorers enhanced provision.</p> <p>Staff are well trained to meet the needs of a range of students with disabilities.</p>

### **Aim: Improve and maintain access to the physical environment**

Current Good Practice	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Ceiling track hoist</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Change of floor surfaces (colours)</li> <li>• Access to specialist seating as required.</li> </ul>
Objectives	To further develop the universal OT offer and build sensory resource banks for classrooms.
Actions to be taken	<p>Audit current resources available including spaces available to support regulation.</p> <p>Develop banks of resources that can be made available to all classes to support access to meet a range of needs and disabilities.</p>
Person responsible	SENDCo and School-based Occupational therapist.
Date to complete actions by	May-2025
Success criteria	All classrooms have quick access to a range of sensory regulation resources to support inclusion.

<b>Aim: Improve the delivery of information to students with a disability</b>	
Current Good Practice	<p>Explain your school's approach here. Example:</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources available as required</li> <li>• Pictorial or symbolic representations</li> <li>• Access to individual supports such as radio aid (provided through the sensory education support service)</li> <li>• Access to Clicker 8</li> </ul>
Objectives	Continued development of the use of visuals as a communication aid throughout school.
Actions to be taken	<p>SEND drop ins, coaching conversations and individual feedback to discuss use of visuals where this supports children's access and engagement.</p> <p>Continued development of the suite of visual resources available for staff to use with children.</p>

Person responsible	SENDCo
Date to complete actions by	Ongoing throughout the year.
Success criteria	<p>Visual prompts are consistently readily available and used to support communication and processing of verbal information.</p> <p>Where appropriate visuals are available widely across school to support accessibility e.g learning streets, toilets etc.</p>