

# Accessibility plan

University Academy Holbeach

UNIVERSITY ACADEMY  
HOLBEACH



UNIVERSITY OF  
LINCOLN

ACADEMY TRUST

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## 1. Aims

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 disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school values all pupils and the contribution they make to the life of the school. The school is committed to providing a high quality education to all pupils regardless of ability. The school aims to support all pupils in being able to access a full curriculum and in taking part in extra-curricular activities such as sport, drama, art or music.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Existing University of Lincoln Academy Trust policies as well as Academy policies are referred to in Section 5.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. 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 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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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.

### 3. Action plan

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

OBJECTIVE	ACTIVITY	WHO	WHEN	SUCCESS CRITERIA
Ensure the buildings are meeting the needs of staff, learners and visitors.	Academy buildings are DDA compliant; therefore identify any individuals regularly at the academy with additional needs.	Site Manager/ HR Manager/ Learner Support Team Leader/SENCOs	Ongoing	Plans in place for individuals.
Ensure that, where appropriate, the site is assessed for pupils with disabilities (e.g. visually impaired pupils) by the LCC sensory education support team (SEST) and/or Occupational Therapist.	Assessment of site in relation to individual pupils and adjustments to the site made where required.	SENCOs/Site manager	At pupil point of entry into the Academy	Suitable adjustments are identified and made to accommodate pupil needs.
Review learner areas and pathways around the Academy.	Review signage, ramps and lifts. Inspect for damage or wear. Ensure appropriate maintenance and repairs are carried out.	Site Manager	Annually	All signage clear, ramps in sound repair and lifts in working order.  Disabled pupils timetabled downstairs in Maths block where possible and to avoid CISCO area.
Ensure disabled parking bays are in order with clear appropriate signage and accessible daily.	Check clarity of signage and keep bays clear for disabled drivers.	Site Manager	Ongoing	
Review hygiene suite facilities (Student Support and Construction corridor).	External checks on hoists and beds in both suites.	Site Manager/SENCOs	Termly and as needed	Hygiene suite fully operational
Ensure entitlement and access for all learners in light of the national curriculum.	Learner profiles reflect any specific requirements to take into account.  Curriculum progress is tracked for all	SENCOs/HODs	Annually	Specific needs highlighted in SEND register and all learners able to participate in national curriculum related activities.

	<p>pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>			
Ensure ICT appropriate for learners with disabilities.	Review accessibility of ICT in light of learners with disabilities	Learner Support Team Leader/Data & Exams Office/IT manager	Ongoing	Specific needs highlighted and all learners able to access required ICT in lessons and exams.
Ensure evacuation procedures meet needs of all building users	<p>Review personal evacuation plans (PEEPs) and emergency signage.</p> <p>Identify any concerns for individuals during practice drills.</p> <p>Ensure named staff are trained in the use of Evac chairs in line with PEEPs.</p> <p>Ensure appropriate supply of and regular maintenance of all Evac chairs.</p>	Site manager/SENCOs	Annually/With changes in pupil need (e.g. medical need)	<p>Evacuation plans are inclusive.</p> <p>Evac training is completed for existing (refresher) and new staff involved.</p> <p>Evac Trainers are school-based.</p> <p>Evac staff identified and displayed in SEND area and staffroom.</p> <p>Fire marshals to be aware and able to direct at need.</p> <p>Installed Evac chairs are in good order and regularly maintained.</p>
Ensure all policies consider the implications of disability access.	Consider all policies in view of priorities.	Link Governors	Ongoing	Access to all aspects of academy life for all learners.
Library access is suitable to all learners including those with disabilities.	Check that library shelves are at wheelchair-accessible height.	SENCOs/Librarians	Annually	<p>Wheelchair users can access library materials independently.</p> <p>Library also have access to online</p>

				books appropriate for all and an RNIB account for large size print version when needed.
Examination Access Arrangements for pupils with disabilities and additional needs comply with current JCQ requirements.	JCQ regulations to be followed in assigning access arrangements for disabled pupils as appropriate.  Inspection paperwork to be held centrally for JCQ annual inspection.	Examinations Officer/SENCOs	Annually	Pupils with disabilities or who require access arrangements are able to access these in accordance with JCQ guidance for examinations.
Ensure that learners on roll unable to access the site due to a disability continue to have access to educational provision where appropriate.	Learners to have access to the school VLE.  Learners to access EDLounge where appropriate and agreed with parents.  Additional support such as a home tutor or online tutor to be agreed with parents and LCC as appropriate in accordance with the school's policy on Children with health needs who cannot attend school policy.	SENCOs/Attendance Team/EWO	Ongoing	Learners unable to access the school site continue to receive a high quality ongoing education appropriate to their needs.

#### 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

#### 5. Links with other policies

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

- Health and safety policy
- Anti-discrimination policy
- Equality information and objectives (public sector equality duty)
- Special educational needs and disabilities (SEND) information report

- › Special education needs and disabilities policy
- › Supporting pupils with medical conditions policy
- › Children with Health Needs who Cannot Attend School Policy