LIONHEART ACADEMIES TRUST

ACCESSIBILITY ACTION PLAN AND DISABILITY POLICY

2017-18

Lionheart Academies Trust Disability Policy/Accessibility Plan

Policy Date: 2017
Review Date: 2018

Our Commitment to Disabled People

Lionheart Academies Trust is committed to equality of opportunity for disabled people and to ending discrimination. The passing of the Disability Discrimination Act 1995, extended by the SEN and Disability Act in 2001 has given a new focus to our work and has led to the development of this policy statement.

The policy sets out our commitment to disabled people.

Our Objective

We want disabled people visiting and working in the college to be able to realise their full potential. We will make progress towards this by:

- Removing barriers and changing the attitudes which prevent disabled people from gaining access to employment with the college and to the services provided by the college.
- Working in consultation with disabled people to this end.
- Acting as an example of good practice to encourage other organisations across Leicestershire to similar efforts.
- Adhere to the Beauchamp Pledge.

Guiding Principles

We believe that disability is a social issue and that an impairment becomes a disability because of the social and physical barriers that the individual faces. Our efforts will be focussed on removing these barriers.
We are guided by the following principles:

- Anti-discrimination - such that disabled people are not subject to discriminatory practices
- Equality of opportunity - for disabled people in every aspect of their dealings with the college
- Independence not dependence - enhancing the independence of disabled people and increasing the choices available to them.
- Individual needs - recognising that the disabled person is an individual who, like all others, has his or her own needs, abilities, rights and responsibilities.
- Accountability - such that the responsibility for securing equal treatment and removing barriers rests both with the college as a whole and with individual decision-makers within it.
- Integration - such that services for disabled people are provided as part of an integrated whole, not separately.
- Involvement in decision-making - so that disabled people, or their advocates, are consulted before decisions which affect them are made.

Providing Access to College Services

We aim to remove the barriers to obtaining the college's services and will seek to ensure that the services provided are those that are required. To help achieve this we will:

- Consider disabled people appropriately about their needs, and levels of satisfaction with the services they use, and seek their views on how new facilities are provided or designed.
- Appraise our own services, with the help of disabled people, to remove barriers to access.
- Train our own staff, particularly managers and all those who are in contact with the public, so that they are more aware of the barriers placed by society in the way of disabled people and can communicate effectively with them.
- Provide information about our services clearly and in a variety of formats accessible to disabled people.
- Improve educational access for disabled adults to complement the provision already made for disabled young people.
- Influence agents providing services on our behalf to take similar initiatives.
- Monitor our performance against agreed targets and seek continuous improvement, reporting annually in a public report to Committee.
- Faculty of Inclusion has been established to help monitor provision for students.

The College as an Employer

The college's Equal Opportunities Policy already demonstrates our commitment to achieving equality of opportunity for disabled people in employment. We will build on this in:

- Recruitment - by encouraging applications from disabled people and ensuring that the short-listing and interview process gives them equal opportunity.
- The working environment - by taking all reasonable steps to ensure that the working environment does not prevent suitably qualified disabled people from taking up or staying in employment with us.
- Career development - by ensuring that disabled people have the same opportunity as other staff to develop their full potential within the college.
- Retention of newly disabled staff - by ensuring that any employee who becomes disabled is fully supported in maintaining a role appropriate to his or her experience and abilities.
- Work experience - by ensuring that work placement opportunities within the college, particularly for young people, are made available for disabled as well as non-disabled people.
- Staff training - by making staff throughout the college, and particularly those involved in recruitment and selection, more aware of the circumstances of disabled people.

Accessibility Plan – checklist

All schools are required to have an accessibility plan, although this can be published as part of another document. The checklist here is designed to help school leaders and governors when writing and reviewing their accessibility plan. It is based on [Department for Education advice on the Equality Act 2010](#).

What to cover	Tips	✅
Accessibility plans must set out how the school will: • **Aim to increase the extent to which pupils with disabilities can participate in the curriculum** • **Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided** • **Improve the availability of accessible information for disabled pupils and parents**	An audit could help you to identify potential barriers to access and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?	
Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help the school meet its aims and values?	
Details of how you will make the school's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies that will be employed to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria	
Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?	

Section 1: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how Beauchamp College will achieve these aims.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Ensure that all students are entered for age appropriate exams/courses LSA support where appropriate ARs to assess students' access to the curriculum and make adjustments where necessary Ensure students are on the correct academic pathway	LT – all SEND students to have access to a suitable and appropriate curriculum ST – conduct pathway interviews	Conduct interviews	Leadership/all teaching staff		
Improve and maintain access to the physical environment	Work with Premises to identify potential hazards such as steps, access to toilets Maintain physical environment to allow disabled students to access buildings	ST – any potential hazards are dealt with immediately Premises to have a LT programme of maintenance and repair				

Improve the delivery of written information to pupils and parents	Develop Beehive Make sure that data snapshots are easy to read Ensure that all ParentMails are clear and written in clear English	Make sure that all parents are trained in how to use Beehive and are able to access homework	Make sure that IT dept are putting on training sessions re: Beehiave and data snapshots			

Section 2: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 maximum		Site Manager	
Corridor access	Majority are accessible but the corridor is narrow due to the design of the building		Site Manager	
Lifts	5 passenger lifts 1 scissor lift	On-going maintenance to ensure safety	Site Manager	
Parking bays	5		Site Manager	
Entrances	4 with automatic doors	On-going maintenance to ensure safety	Site Manager	
Ramps			Site Manager	
Toilets	12	On-going maintenance to ensure safety	Site Manager	
Reception area			Site Manager	
Internal signage	Signs are highlighted for SEN/VI students	On-going maintenance to ensure safety	Site Manager	
Emergency escape routes	Refuge sites and evacuation chairs and fire escapes	On-going maintenance to ensure safety On-going Manual Handling training	Site Manager	