



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

Accessibility Policy

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Owner: Simon Gilman

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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 pupils with disabilities can participate in the curriculum

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

University of Lincoln Academy Trust puts inclusion at the heart of its work. In fact, it is one of our core values.

We are clear that no matter what a pupil's starting point, they can flourish across the entire curriculum and be successful. All pupils are entitled to an inspiring education and our skilled staff ensure that individual needs are met and barriers to learning removed.

Our consistent and thoroughly researched lesson structure gives all pupils the confidence to achieve in all of their lessons, and is backed up by our Pupil Passport system to support teachers meet the needs of individuals.

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.

University Academy of Long Sutton is part of the University of Lincoln Academy Trust (UoLAT) and will follow the relevant Trust policies and procedures relating to equality, diversity, inclusion, health and safety, and complaints. The school will work within the Trust's requirements to promote accessibility, make reasonable adjustments for disabled pupils and remove barriers to participation in education.

The school will also follow applicable local authority guidance and seek advice or support where required. 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.

We have included a range of stakeholders in the development of this accessibility plan, including:

- Pupils
- Parents/Carers
- Staff
- Governors

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 pupil with disabilities faces in comparison with a pupil 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.

3. Action plan

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

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
Increase access to the curriculum for pupils with a disability	Verify current arrangements for pupils with disabilities to access lessons, practical activities, PE, assemblies, trips and other school activities.	Review access barriers with relevant pupils, parents/carers and staff. Record reasonable adjustments and communicate agreed arrangements to staff who need to know.	SEND / curriculum leads	Within first term; then ongoing	Identified barriers and adjustments are recorded, actioned and reviewed with relevant staff and pupils.
	Check that learning resources and teaching approaches are accessible where needed.	Review requests for accessible formats, adapted resources and other support. Ensure staff know how to raise needs and request support.	SEND / teaching leads	Within first term; then termly	Requests are considered promptly and agreed support is provided and reviewed.
	Monitor participation and the impact of adjustments.	Include accessibility and participation in relevant pupil-support reviews and consult pupils/parents where appropriate.	SEND / pastoral leads	Termly	Reviews identify unresolved barriers and assign follow-up actions.

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
Improve and maintain access to the physical environment	Establish a clear picture of physical access across the site and building.	Complete and document an accessibility walkaround covering the site entrance, parking, reception, doors, thresholds, routes, corridors, classrooms, social areas, hall, toilets and outdoor areas. Record barriers, risk/priority, action owner and deadline.	Site Manager, with SEND and senior leadership	Within 8 weeks of approval	Audit completed; barriers logged and prioritised; actions allocated and tracked.
	Maintain accessible toilets and facilities, where provided.	Verify the location, usability, condition, fittings and signage of designated accessible facilities. Include checks for obstruction and defects in routine inspections.	Site Manager	Initial check within 4 weeks; then routine	Facilities remain usable and unobstructed; defects are recorded and followed up.
	Review access between floors and to essential spaces.	Assess how pupils, staff and visitors with mobility or other access needs can reach required rooms and facilities on all floors. Consider room allocation and individual reasonable adjustments where necessary.	Site Manager / SEND / Estates lead	Within first term	Barriers and required adjustments are documented, with agreed actions and owners.
	Keep accessible routes clear and usable.	Include entrances, corridors, door operation, level changes and relevant parking arrangements in premises inspections. Escalate defects or obstructions and track them to resolution.	Site Manager	Ongoing; frequency to be agreed	Inspection records are maintained and accessibility-related issues are tracked through to completion.

	Confirm emergency arrangements for people who may need assistance to evacuate.	Review the fire risk assessment and evacuation strategy with the person responsible and competent fire-safety adviser. Check refuge arrangements, communication, assistance, staff training and individual evacuation plans where required. Do not assume the passenger lift is suitable for evacuation unless the approved strategy confirms this.	Principal / responsible person, with Site Manager and competent fire-safety adviser	Before approval if unresolved; otherwise review at next fire-safety review and when needs change	Arrangements are documented, relevant staff understand their roles, and drills/reviews identify and address any gaps.
	Plan and prioritise physical improvements.	Use the audit to distinguish immediate controls, maintenance tasks and longer-term works. Identify budget implications and refer funding decisions to the appropriate senior leader/trust process.	Principal / Estates lead / Site Manager	Following audit; reviewed annually	A prioritised improvement schedule exists, with costs or funding decisions recorded where needed.

AIM	CURRENT PRACTICE GOOD 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
Improve the delivery of information	Make important information accessible to pupils and families who need alternative formats.	Establish a process for identifying communication needs and providing suitable formats, which may include accessible digital documents, large print, audio or other appropriate formats.	SEND / communications or IT lead	Within first term; then ongoing	Requests are logged, assigned and fulfilled within agreed timescales.
	Support clear wayfinding around the building.	Review room identification, directional and safety signage, visibility, contrast and placement. Seek advice where a specific sensory or communication need is identified.	Site Manager / SEND	Within 8 weeks of approval	Signage issues are recorded and prioritised; agreed changes are completed.
	Ensure emergency information can be understood by people with different needs.	Review how relevant safety and evacuation information is communicated to pupils, staff, visitors and contractors who may need additional support.	Responsible person / Site Manager / SEND	Within first term; then as needs change	Relevant arrangements are documented and communicated to those who need them.
Support young carers and their families	Identify and reduce barriers to engagement with school.	Review, through appropriate pastoral processes, whether young carers or family members need adjustments to communication, meetings or access to school events.	Designated pastoral/safeguarding lead / SEND	Within first term; then ongoing	Identified barriers are followed up and agreed support is reviewed.
	Make communication and support arrangements clear.	Provide a clear contact route for families to discuss accessibility or communication needs, while respecting confidentiality and safeguarding procedures.	Pastoral lead / school office	Within first term	Families can identify the appropriate contact and requests are directed to the relevant staff.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Governing Committee.

It will be approved by the Governing Committee.

5. 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 educational needs (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Fire risk assessment and emergency evacuation procedures
- Administering medication policy