



L.E.A.D. Academy Trust

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L.E.A.D. Teaching School Hub Accessibility Plan

Date: July 2021

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1. Aims

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

At L.E.A.D. we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the Hub, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in Hub life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At L.E.A.D. we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

In relation to the 7 key values, inclusion is a core strand. In this, the plan will be made available online on the Teaching School Hub website, and paper copies are available upon request.

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

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

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

This accessibility plan is structured to complement and support the Hub's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan.

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 Hubs on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Hubs 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.

3. Action plan

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

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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the programmes for staff with a disability	<p><i>Our Hub offers a differentiated for all visiting staff.</i></p> <p><i>We use resources tailored to the needs of staff who require support to access the programme.</i></p> <p><i>Resources include examples of people with disabilities.</i></p> <p><i>Progress against DfE KPIs is tracked for all staff, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Short term</p> <p>To ensure that booking systems identify needs</p>	<p>To identify visitors who may need additional provision e.g resources/ digital access/ seating</p>	<p>AG/LC</p>	<p>Sept/Oct 2021</p>	<p>Appropriate procedures/resources are in place</p>
		<p>To review policies to ensure they include inclusive and reflective practice</p>	<p>To monitor, evaluate and review current statutory policies</p>	<p>AG/LC</p>	<p>Ongoing</p>	<p>Policies reviewed to ensure curriculum meets the needs of all pupils</p>
		<p>To establish relationships with schools in the region to understand and identify needs</p>	<p>To promote engagement, collaboration and participation with the schools of Lincolnshire</p>	<p>AG/LC</p>	<p>Ongoing</p>	<p>Engagement and involvement</p>

		To promote the involvement of disabled visitors in Hub life	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	AG/LC	Ongoing	Variety of planned activities that reflect the needs of visitors
		<u>Long Term</u> Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	AG/LC	Ongoing	Targets will be reviewed
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of visitors as required.</i> <i>This includes:</i> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at</i> 	The physical environment will meet all needs and requirements.	Ensure that all resources are placed at the appropriate height for visitors to access them. Signing in services are at the correct height.	AG/LC	Ongoing Signing in September 21	Resources will be accessible to all.

	<p><i>wheelchair-accessible height</i></p> <ul style="list-style-type: none"> • <i>Door entry system</i> 					
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our Hub uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations (PECS)</i> 	<p>To improve access to the physical environment through adequate signage</p>	<ul style="list-style-type: none"> • <i>Clear Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations (PECS)</i> 	<p>Operations Manager</p>	<p>Sept/Oct 21</p>	<p>Signage will be clear and compliant.</p>

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 Partnership Board for the Teaching School Hub

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the Hub's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The room which is hired by the Teaching School Hub is on the ground floor.			
Corridor access	Corridors are wide via a central access area.	Operations Manager and Admin staff to ensure that the corridor space is not obstructed in any way.	SH	ongoing
Lifts	Lifts are available in the building but are not necessary when using the office space.	N/A- responsibility of the building owners	N/A	N/A
Parking bays	A large number (30) parking bays are available. This includes access to disabled spaces which are clearly labeled.	Adequate spaces- ensure that these are not used inappropriately. This is to be monitored.	AG	ongoing
Entrances	Double doors are available for wheelchair access. The doors are heavy/stiff to push.			

Ramps	No ramps are in place as it is ground floor with no challenging accessibility issues where ramps would be necessary.			
Toilets	A disabled toilet is available on the ground floor which meets statutory requirements.			
Reception area	There is wide via a central area.			
Internal signage	Internal Signage is available.			
Emergency escape routes	Emergency escape roots are clearly marked.			