



LIFE ACADEMIES TRUST

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Accessibility Plan

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1. Introduction

LIFE Academies Trust is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Board of Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

2. Trust Plans

The Trust plans, over time, to increase the accessibility of provision for all students, staff and visitors to its academies/settings. Each Academy/Setting’s Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of each academy, adding specialist facilities as necessary. This covers improvements to the physical environment of each academy and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If an academy fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of each academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Appendix 1 – format of Action Plans, relating to these key aspects of accessibility, where such items are not already identified within the annual Trust Safeguarding Audit. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up a minimum every three years.

3. Awareness and Training

We acknowledge that there is a need for on-going awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter.

4. Audit

Annual Safeguarding and H&S audits will take place within each Academy / setting and will include issues related to Accessibility and will fall under the categories of:

- Physical Environment and Accessibility
- Curriculum
- Delivery of written information

Such audits will contain details of current provision and plans to meet any identified shortcomings within this.

5. Appendix 1 – Action Plan Format (for items not already covered within the annual Trust Safeguarding Audit process).

A. Physical Access

Academy/Setting						
Building	Present Position	Action Required	Remedial Action Required (if any)	Timescale	Costs	Evaluation

B. Curriculum and Written Access

Academy/Setting				
Academic Area	Access Issue	Action Required	Timescale	Priority (High/Medium/Low)