



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

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

Date: September 2023

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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 participants who are 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.

At L.E.A.D. Teaching School Hub we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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

As set out in the DfE guidance on the Equality Act, the Teaching School Hub aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling participants of a particular faith to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all participants to engage with the learning)

Equally, the Teaching School Hub has created an Equality Strategy which is reviewed and updated annually. In this, it equally supports schools in delivering the Equality Act across the county with staff, pupils and their communities.

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

Our Teaching School Hub is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. There is annual staff training to support this. The Teaching School Hub supports many available partnerships which have been developed to implement the plan.

Our Teaching School Hub complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the Teaching School Hub, this 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 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 and under](#) the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association.

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>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>ongoing</p>	<p>The booking system allows for needs to be identified. This includes the lead providers and ECF/ NPQ</p> <p>This is then flagged by the admin team for the appropriate aspects to be put 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 that the environment and learning meets the needs of all.</p>

	<i>The curriculum is reviewed to ensure it meets the needs of all participants</i>	To establish relationships with schools in the region to understand and identify needs	To promote engagement, collaboration and participation with the schools of Lincolnshire	AG/LC	Ongoing	Engagement and involvement from schools in the EDI strategy- see document.
		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	Further adaptations will be made according to specific needs.
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> 	The physical environment will meet all needs and requirements.	Ensure that all resources are placed at the appropriate height for visitors to access them.	AG/LC	Ongoing	Resources will be accessible to all e.g. via altered print, audio, specific recordings. This has already been the case for some participants.

	<ul style="list-style-type: none"> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Door entry system</i> 		Signing in services are at the correct height.		Signing in September 21	The building complies with all regulations currently. Signage 2023 indicate inclusivity.
Improve the delivery of information to pupils with a disability	<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> 	To improve access to the physical environment through adequate signage	<ul style="list-style-type: none"> • <i>Clear Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations (PECS)</i> 	Operations Manager	Ongoing	<p>Signage will be clear and compliant.</p> <p>This includes all programmes such as NPQ and ECF adaptations.</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 Strategic Board for the Teaching School Hub

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 (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

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.	The buzzer at the entrance ensures that a staff member lets the participants in. It would be known at the booking stage that further assistance was required. This would be communicated prior to the greeting.	DP	ongoing
Ramps	No ramps are in place as it is ground floor with no challenging	N/A	SHW	N/A

	accessibility issues where ramps would be necessary.			
Toilets	A disabled toilet is available on the ground floor which meets statutory requirements.	This would be made clear to the participant on entry to the building.	AG	ongoing
Reception area	There is wide entrance via a central area.	N/A	AG	ongoing
Internal signage	Internal signage is clear and available.	Further copies of internal signage can be made on request.	AG	ongoing
Emergency escape routes	Emergency escape routes are clearly marked and accessible.	The Health and Safety audit Summer 2023, disclosed no issue with the marked exits.	SHW/ AG	Ongoing
Resources	Resources can be adapted according to need. This is declared when the participant signs up to the programme.	Adaptations are made according to the need which is disclosed e.g. enlarged print, audio recordings etc.	AG	ongoing