



## **1. Introduction**

The Priory Federation of Academies Trust is committed to providing equality of provision to all visitors, staff and students who use our facilities.

Our aim is to provide a teaching and learning environment where students can *Achieve Individual Excellence Together*, regardless of any disability, in line with The Equality Act 2010. Under the Equality Act, a disability is defined as a physical or mental impairment that has a ‘substantial’ and ‘long term’ adverse effect on an individual’s ability to carry out normal daily activities.

The pledge of the Trust:

- Not to treat anyone with a disability less favourably because of their disability;
- Not to treat anyone with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students;
- To educate and inform regarding disabilities and to promote equality amongst peers;
- To increase the extent to which disabled students can participate in the curriculum of the Academy;
- To improve the learning environment in order to increase the extent to which students and adults with a disability can take advantage of education and associated services.

It is a requirement that the Academy’s accessibility plan is resourced, implemented, reviewed and revised every three years following implementation.

## **2. The purpose and direction of the Trust**

The Trust identifies its focus and dedication to the children, young people and adults of the local community, which includes all those with disabilities. This commitment also includes those who may wish to work within an Academy, and may have disabilities. Through its ethos, environment and curriculum, the Trust will enable each individual to realise their true potential and encourage them to make positive contributions to society and prepare them for adult life. The learning environment and resources will support social inclusion and provide a safe and secure place where everyone matters.

The Trust is committed to providing a culture of inclusion, and ensuring that those with disabilities are able to participate.

Wherever possible, the Trust is committed to removing barriers for students and adults with disabilities and aims to include them in all aspects of development. The Trust is also committed to ensuring that they have a voice within the respective Academy, and are actively engaged in contributing to the identification and development of the provision for students and adults with disabilities.

The Trust works with staff in order to ensure that the policies, practices and procedures of the Academy consider the needs of anyone with a disability in order to ensure that barriers to learning are removed.



### **3. The Needs of Disabled Students and Adults**

The Trust will review the needs of students and adults involved in the Academy. In relation to this, where a specific disability is identified, the respective Academy will endeavour to work to provide the resources / adaptations required, in order to ensure equality of access wherever possible.

### **4. Increasing Participation**

The Trust strives to ensure maximum participation from all students and staff and will work collaboratively with outside agencies in order to coordinate necessary resources to achieve this goal.

### **5. Increasing Participation in Wider School Activities**

The Trust is committed to ensuring that students with a disability are, as far as possible, included in Academy life, which includes wider activities, for example, educational visits.

In line with this, although all students are able to access wider school activities, additional activities and targeted opportunities are provided, in some cases with additional resources provided, in order to maximise the opportunities for students with disabilities to engage.

### **6. Improving the Accessibility of the Physical Environment**

The Trust has considered accessibility issues across all of the sites within its portfolio, and will continue to consider building requirements in relation to students with disabilities. The Trust will also consider further amendments to the physical environment where necessary.

### **7. Management, Co-ordination and Implementation**

The Head of each Academy is responsible for the management and implementation of their respective accessibility plan. They will work in conjunction with the SENCO, the Health and Safety Liaison, Site Manager and Senior Leadership Team at their Academy in order to co-ordinate resources.

### **8. Accessibility provisions on site**

- The Priory City of Lincoln Academy is committed to providing equality of provision to all visitors, teachers and students who use our facilities.
- To the front of the main Academy building, The Keyworth Centre and Sports centre there are parking bays reserved for the exclusive use of visitors with disabilities, lowered kerbs provide wheelchair access for each of the designated parking bays.
- Reception in the Main Academy building where visitors are signed in and out have been designed with lowered desk areas to facilitate ease of use for those in wheelchairs.
- All internal doors within the buildings on the Priory City of Lincoln Academy site are disability friendly and are 90cm wide throughout the general concourse of the buildings.
- There are numerous purpose-designed disability toilets throughout the accommodation, these are equipped accordingly with handrails, emergency pull cords signalling to the relevant reception and admin offices, should the user require assistance.
- The main site building and the Keyworth Centre are two storey buildings and are served by two lifts on the main site and one in the Keyworth Centre, additionally a platform lift affords disability access to the stage area and each lift has emergency call features for use in the event of lift failure.



- In the Sports Centre there are disabled toilet facilities in the pool changing rooms and sports changing rooms, fire exits are disability friendly.
- All stair nosing is a different colour to aid people who are sight impaired.
- Suitable lighting is found across the site alongside appropriate signage.
- Science laboratories have lowered benches to facilitate ease of use for those in wheelchairs.

#### **In the event of an emergency – Evacuation and fire alarm.**

- Both two storey buildings at the Academy have disability refuge points on the staircase landings on the first floor, each refuge has an audio call point linking to the Administration main office for the main Building and Reception in the case of the Keyworth building.
- The fire evacuation plan takes into account those students and staff who may require assistance to exit the building, a Personal Emergency Evacuation Plan (PEEP) system is in place. Notices to all visitors who may require a temporary PEEP are displayed in Reception areas and if necessary, requirements, planning and provision are provided at this point.

#### **9. Accessibility Provisions off site**

The Academy has an established arrangement enabling it to provide transport for educational enrichment pursuits, and will facilitate access accordingly, provided that a minimum of **seven days'** notice is given prior to the activity taking place.