



ACCESSIBILITY PLAN

| | |
|----------------------------------|-----------|
| Last review date | July 2021 |
| Date approved by the Trust Board | N/A |
| Date for next review | June 2024 |

Contents

Introduction 3
Policy Statement..... 3
Aims..... 4
Legislation and guidance..... 4
Action plan..... 6
Monitoring arrangements 13

Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of school leaders that aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded schools that offer a values based education to the communities we serve and welcome staff, workers, students, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, students, parents/carers, volunteers and visitors.

We are a values based Trust, which means all actions are guided by our three 'Es' as follows:

- **Excellence** – 'Outstanding quality'
- **Equity** – 'Fairness and social justice'
- **Evolution** – 'Continuous change'

This policy is based on the value of '**Equity**'

Policy Statement

The Trust is committed to providing a fully accessible environment which values and includes all pupils, 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.

The Trust plans, over time, to increase the accessibility of provision for all pupils, staff, and visitors. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of Trust sites, adding specialist facilities as necessary. This covers improvements to the physical environment of the sites of members of the Trust and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the Trust, such as participation in after-Academy clubs, leisure and cultural activities or Academy visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents, and visitors with disabilities. Examples might include handouts, timetables, textbooks, and information about the Trust events. The information should be made available in various preferred formats within a reasonable time frame.
- **Explore new technology, online resources, and other alternative** methods to create an accessible environment for all, proactively seeking ways to utilise accessible technology in the learning environment.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is an ongoing need to raise awareness and provide training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies, and

documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Complaints
- Special Educational Needs and Disability (SEND)
- Relationships, Sex and Health Education
- Behaviour Management
- Academy Improvement Plan
- Asset Management Plan
- Vision, Mission Statement, and values
- Teaching and Learning File

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school 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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

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: parents, staff and governors of the school.

The Trust will refer to this Accessibility Plan and ensure accessibility is considered as part of the strategic planning process in all areas of education and business management. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all LAC committees will contain an item on "having regard to matters relating to Access".

Information about our Accessibility Plan will be published in the Trustees' Annual Report (statutory).

The Trust will work in partnership with the local authority in developing and implementing this Plan and will adopt in principle any Cornwall Council Accessibility strategies.

The Plan will be monitored by Ofsted as part of their inspection cycle.

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 disabled pupil faces in comparison with non-disabled pupils. 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.

Action plan

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

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|---|--|---|---|--|--|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Curriculum progress is tracked for all pupils, including those with a disability. We tailor the curriculum and resources used to the needs of pupils who require support to help access it. Resources also include examples of people with disabilities.</p> <p>It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted & facilitated to attend age relevant after school clubs,</p> | <p>Long-term objectives: Ensure all staff confident in differentiating and delivering the curriculum.</p> <p>Short term objectives: Ensure all (teachers and TA's) staff have specific training on disability and inclusion</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p> | <p>Continuous CPD for delivery curriculum, inclusive strategies, differentiation and recording methods.</p> <p>Be aware of training needs (e.g. through staff questionnaires, CPD & CCD meetings). Staff access appropriate CPD</p> <p>Complete monitoring/ learning walks with range of stakeholders, including TA's/ teachers to ensure layout optimizes learning. Feedback given to staff accordingly.</p> | <p>SENDCO/ Head</p> <p>SENDCO/ Head/ English & Maths Leads</p> <p>SENDCO/ Head</p> | <p>Ongoing</p> <p>Summer 2022 and ongoing</p> <p>Summer 2022 and ongoing</p> | <p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Raised confidence of all staff- strategies clearly in place and observed when monitoring takes place</p> <p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support learning.</p> |

| | | | | | | |
|--|---|---|--|---|--|---|
| | <p>leisure and cultural activities and educational visits.</p> <p>The school was re--- accredited with the Dyslexia Inclusion Quality Mark in June 2018 and will be working towards reaccreditation again in June 2022.</p> | <p>Ensure all children on SEN School Record of Need have either an Individual or group provision map in place which is concise and specific. These are reviewed termly.</p> <p>Use IT software and hardware to support learning</p> <p>Ensure PE accessible to all, including clubs and extra-curricular activities</p> | <p>Class teachers, with TA's write provision maps to outline SMART targets, provision and support in place and to track progress for pupils.</p> <p>With introduction of 1:1 Ipads in Juniors and 1:2 Ipads in Infants, ensure training on suitable programs & apps in place so that staff can utilize effectively to support learning needs</p> <p>Review of curriculum for all, monitoring and training updates given by PE lead- advice sought when needed.</p> | <p>SENDCo/ Class teachers</p> <p>SENDCo/ Head/ IT Lead</p> <p>SENDCo/ Head/ PE Lead</p> | <p>Ongoing</p> <p>July 2022 and ongoing</p> <p>Ongoing</p> | <p>A clear and concise provision map is up to date and forms a key part of the planning process for all SEND pupils. Parents and children have been included in agreeing targets.</p> <p>Wider use of SEN IT resources in classrooms, particularly Ipads, in order to increase accessibility to curriculum for SEND pupils.</p> <p>All to have access to PE and to be able to excel to the best of their abilities.</p> |
|--|---|---|--|---|--|---|

| | | | | | | |
|--|--|---|---|--|--|--|
| <p>Improve and maintain access to the physical environment</p> | <p>During 2012-2013 the school was able to access a government ACMF grant, enabling the building of a new accessible entrance. This entrance has provided level access to the reception area and the majority of the junior classrooms, which were previously only accessible via steps.</p> <p>In 2020-21 the EYFS outdoor area was changed to one level to make it more accessible.</p> <p>We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Health & Safety/ Premises lead reviews provision on an annual basis, or when risk assessments for individuals needed (e.g. from personal injury, changes to physical disability)</p> <p>During 2018-2019 all toilets around the school were substantially refurbished using 100K CIF grant.</p> | <p>Long-term objectives:</p> <p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.</p> <p>Layout of school to allow access for all pupils to all areas</p> <p>Short term objectives:</p> <p>Ensure all disabled pupils can be safely evacuated</p> | <p>Create access plans for individual disabled pupils required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers</p> <p>When considering any future building works/ redesign the needs of disabled pupils, parents/ carers or visitors considered</p> <p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p> | <p>Premises manager/ Head</p> <p>Head/ Governors/ Premises & Site manager/ Architect</p> <p>SENDCo/ Premises Manager</p> | <p>Ongoing and as required</p> <p>As required</p> <p>Each September/ As required</p> | <p>Individual plans in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.</p> <p>Re-designed buildings are usable by all</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire.</p> |
|--|--|---|---|--|--|--|

| | | | | | | |
|--|--|---|--|---|--|--|
| | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets • Yellow strips to mark step edges. <p>Advice from outside professionals including Occupational therapists, advisors from hearing and vision support is actively sought and acted upon.</p> | <p>All fire escape routes are suitable for all</p> | <p>Make sure all areas of school can have wheelchair access. Ensure cloakrooms remain clear where fire exits are contained within cloakroom area. Egress routes visual check</p> | <p>Premises Manager/ Head</p> | <p>Ongoing</p> | <p>All disabled staff, pupils and visitors able to have safe independent egress.</p> |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>This will include planning to make written information that is normally provided by the school accessible to all pupil and adults. Examples might include handouts, letters and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.</p> <p>In planning to make written information available to all pupils and families, we need to continually review current levels of need and be able to respond to changes in the</p> | <p>Long term objectives:</p> <p>Regularly survey parents/ carers as to the quality of communication to seek their opinions as to how to improve.</p> <p>Availability of written material in different formats as and when needed for individuals</p> | <p>Send out survey to parents regarding quality of communication. Annual parent questionnaires Teacher/ parent meetings as well as informal discussions</p> <p>The school will identify sources for converting written information into alternative formats.</p> | <p>Head/ SENDCo</p> <p>Head/ SENDCo</p> | <p>Ongoing/ Annually</p> <p>Ongoing/ as required</p> | <p>School is more aware of the opinions of parents and acts on this.</p> <p>The school will be able to provide written information in different formats when required for individual purposes.</p> |

| | | | | | | |
|--|--|--|---|---|---|--|
| | <p>range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.</p> <p>Personalised support is offered to parents where a need has been identified.</p> | <p>Short term objectives: Ensure all staff are aware of guidance on accessible formats, including information in letters, website, newsletters.</p> <p>Annual review information to be as accessible as possible</p> <p>Improve the delivery of information in writing in an appropriate format for visually impaired. Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.</p> | <p>Guidance given to staff on dyslexia and accessible information</p> <p>Ensure child and parent friendly review formats and support access to these forms</p> <p>Provide suitably enlarged, clear print for pupils with visual impairment. Seek advice from vision support service. Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.</p> | <p>Head/ SENDCo/ Office staff</p> <p>SENDCo</p> <p>Head/ SENDCo</p> | <p>Ongoing/ as required</p> <p>Ongoing/ as required</p> <p>Ongoing/ as required</p> | <p>Staff produce their own information, which is accessible</p> <p>Staff aware of pupils/ parents preferred method of communications and act on this.</p> <p>All can access information about the school</p> |
|--|--|--|---|---|---|--|

| | | | | | | |
|--|--|---|--|--------------|----------------------|---|
| | | Provide information in other languages for pupils or prospective pupils who may have either hearing needs or EAL (English as Additional Language) needs | Access to translators, sign language interpreters to be considered and offered if possible | Head/ SENDCo | Ongoing/ as required | Pupils and/or parents feel supported and included |
|--|--|---|--|--------------|----------------------|---|

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 governing body.