

# Accessibility plan

## Trevithick Learning Academy



**Approved by:** Andrew Mercer (Chair of governors) **Date:** 12<sup>th</sup> November 2018

**Last reviewed on:** November 2018

**Next review due by:** November 2019

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. Our Accessibility Plan will aim to:

- Increase the extent to which disabled pupils can participate in the Academy curriculum;
- Improve the physical environment of the Academy to increase the extent to which disabled pupils can take advantage of the educational provision and associated services;
- Improve the delivery of information for disabled pupils which is provided to students who are not disabled, taking account of the views expressed by pupils and their parents about their preferred means of communication;
- Promote positive attitudes to disabled people; and promote equal opportunities for all learners.

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.

Trevithick Learning Academy aims to reduce and eliminate barriers to the curriculum and to ensure full participation in the Academy community for pupils and prospective pupils with a disability.

The Academy aims to meet the needs of disabled staff, parents and visitors to the Academy so that they are accommodated within our environment, as far as is reasonable practical.

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, 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](#), '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.

Trevithick Learning Academy 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.

## **Curriculum delivery**

The school's vision statement and SEN policy make clear the school's approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

## **Individual needs**

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by SENDCo (for pupils) and Family Liaison Officer (for parents).

The school works closely with Cornwall Council Assessment and Educational Provision Team and the community occupational therapy/ physiotherapy team regarding the equipment loan service for individual pupil's adaptations.

## **Linked Policies**

This policy should be read in conjunction with the;

- Single Equality Scheme
- Special Educational Needs and Disabilities Policy and information report
- Safeguarding Policy
- Health and safety policy
- Supporting pupils with medical conditions policy

## **Review and Evaluation**

This plan has the approval of the governing body and will be reviewed, evaluated and amended annually.

## **Communicating the accessibility plan**

The plan will be available on the school website and copies available on request.

## **Sustainability of the Policy**

It is envisaged that the accessibility policy and plan will become a starting point for all aspects of school development including; policies and schemes of work; curriculum; staff training and associated services.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<i>Increase access to the curriculum for pupils with a disability</i>	<i>Our school offers a differentiated curriculum for all pupils in response to individual needs.</i>	<p><i>All pupils make good rates of progress irrespective of their SEN or disability.</i></p> <p><i>All pupils are able to access the curriculum independently and achieve success and challenge.</i></p> <p><i>Where barriers are identified they are planned for, delivered, reviewed and amended as appropriate.</i></p>	<i>Regular assessment of pupil's needs and progress against IEPs and provision undertaken and adjusted as required.</i>	<i>Class teachers/ SENCO/ 1:1 LSA's</i>	<i>Termly and as evident</i>	<i>Pupils make good progress from their starting point. They enjoy the activities set for them and they are able to access the learning independently and achieve success.</i>
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	<i>All pupils have independent access to their learning.</i>	<i>Where it is identified that a pupil may need modifications to resources in order to access the curriculum, external services may be consulted to ensure the best equipment i.e. computer for writing, Clicker, voice</i>	<i>Class teachers/ SENCO/ 1:1 LSA's</i>	<i>Termly and as evident</i>	<i>Pupils make good progress from their starting point. They enjoy the activities set for them and they are able to access the learning independently and achieve success.</i>

			recognition software for note taking, audio loops, etc.			
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>All pupils are assessed and tracked effectively to show progress from their starting point.</p> <p>Where progression is at a significantly slower rate than those of the same age despite intervention alternative assessment systems may be introduced such as; the welsh routes for learning or BSquared.</p>	<p>All staff are well trained in the effective use of pupil assessment and tracking.</p> <p>Regular moderation takes place to ensure the consistency of assessment.</p> <p>Where identified a pupil may be assessed on an alternative system in order to more accurate record progress.</p> <p>Regular target setting assessment to ensure they are set effectively and are appropriate for pupils with additional needs.</p>	<p>Class teachers/ SENCO/ 1:1 LSA's</p>	<p>Termly and as evident</p>	<p>Pupils make good progress from their starting point. They enjoy the activities set for them and they are able to access the learning independently and achieve success.</p>
	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum leaders ensure they are up to date with the latest curriculum information and training.</p> <p>They liaise with the SLT and SENCO to ensure access is broad and ensure inclusion of pupils with special educational needs and</p>	<p>Regular learning walks by curriculum leaders and SLT to ensure good practice and consistency of approach.</p> <p>Regular learning walks by the SENCO to ensure that the learning activities provide access and inclusion of all</p>	<p>Class teachers/ Curriculum leaders/ SENCO/ 1:1</p>	<p>Termly and as evident</p>	<p>Pupils make good progress from their starting point. They enjoy the activities set for them and they are able to access the learning independently and achieve success.</p>

		<i>disabilities.</i>	<i>pupils.</i> <i>Advice given where adaptations are required.</i>			
	<i>Administering Medication</i>	<i>Introduce new procedures and practices based on national / LA guidelines.</i>	<i>Minimum administering in school</i>	<i>Reception staff/ First aiders/ SENCO/ All staff</i>	<i>As required</i>	<i>All medical conditions and dietary requirements are recorded and displayed as needed. All first aid issues are dealt with appropriate and in accordance with up to date first aid practices.</i>
<i>Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.</i>	<i>Review all out-of -school provision to ensure compliance with legislation</i>	<i>Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</i>	<i>Regular review of services available and appropriate to needs of pupils.</i>	<i>All staff to carry out risk assessments and make sure any relevant insurances and liability in place.</i>	<i>Annually</i>	<i>A broad curriculum offer that enables access and fair competition to all pupils irrespective of their SEN or disabilities.</i>
<i>Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students</i>	<i>Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students</i>	<i>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</i>	<i>Undertake an audit of staff training requirements</i>	<i>All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</i>	<i>Annually or in response to identified needs</i>	<i>All pupils have free independent access around the school site.</i>

				equipment.		
<i>Provide training in manual handling</i>	<i>Liaise with experts/ LA. To provide training for staff on individual pupil basis.</i>	<i>Provide training for teachers / TA's on differentiating the curriculum for disabled students</i>	<i>Key staff trained in practical techniques of essential manual handling.</i>	<i>All key staff are trained to safely support pupils with disabilities.</i>	<i>Annually or in response to identified needs</i>	<i>School is equipped with appropriate resources.</i>
<i>Improve and maintain access to the physical environment</i>	<i>The whole school is built on one level and all areas are wheelchair accessible. The environment is adapted to the needs of pupils as required. This includes:</i> <ul style="list-style-type: none"> <li><i>• Ramps</i></li> <li><i>• Disabled parking bays</i></li> <li><i>• Disabled toilets and changing facilities</i></li> <li><i>• Library shelves at wheelchair-accessible height</i></li> </ul>	<i>Individual plans for pupils requiring additional access. Training for staff in supporting pupil's access.</i>	<i>Key staff to be trained in the use of additional equipment as needed for identified pupils.</i>	<i>All staff ensure areas are maintained to ensure accessibility.</i>	<i>Annually or in response to identified needs</i>	<i>School is equipped as appropriate.</i>
<i>Improve the delivery of information to pupils with a disability</i>	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> <ul style="list-style-type: none"> <li><i>• Internal signage</i></li> <li><i>• Large print resources</i></li> <li><i>• Pictorial or symbolic representations</i></li> </ul>	<i>Written material for pupils available in alternative formats.</i>	<i>Research services available through the LA/ Feeder schools and Extended School project for converting written information (including signage) into alternative formats</i>	<i>Class teachers/ Teaching assistants/ SENCO</i>	<i>As required</i>	<i>Able to provide written information in different formats as and when required for individual purposes</i>

	<i>Make available school prospectus, newsletters and other information for parents in alternative formats.</i>	<i>Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text etc.)</i>	<i>All school information available for all.</i>			
<i>Emergency exit procedures Review existing provision.</i>	<i>Procedures in place and conforming to current H&amp;S policies and procedures</i>	<i>Policies and guidance regularly reviewed and procedures amended to reflect this.</i>	<i>Regular monitoring and revision. Staff training as required.</i>	<i>Site supervisor and Headteacher</i>	<i>Annually</i>	<i>All pupils, staff and visitor safety planned and practiced.</i>

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One aside from site supervisor's office which is only accessible to the site staff.	Ensure fire extinguisher is maintained in this area and ensure safe access.	Site supervisor	Termly
Corridor access	All corridors are wide enough for wheel chair access.	All corridors should be clear of clutter and provide unobstructed access at all times. All signs and fire equipment should be checked regularly.	Site supervisor/ All staff	Daily
Parking bays	There are two disabled spaces within the main parking area. There are also a limited number of spaces allocated for staff.	There are many more disability badges held with parents than spaces available. Parents should ensure they park sensibly and do not obstruct access to other users.  Staff should only use the parking bays allocated and not park, therefore blocking access and egress for those in bays.	All staff/ parents	Daily
Entrances	The main entrance is clearly marked and has a disability access button to open the door.  All other entrances are on one level but without access buttons.	Regular assessments of traffic and access for individuals with disabilities in order to ensure adequate measures are in place to ensure safety and free passage.	Site supervisor/ SENCO/ SLT	Annually
Toilets	There are thirteen toileting areas divided into male and female use	Ensure all toileting facilities are kept in a clean and clear state. The accessible toilets should be clear of clutter and	Site supervisor/	Daily

	<p>throughout the main school. There are a further two accessible toilets for use as required; one in the nursery and one in the main school corridor. Further to this there are dedicated staff toilet areas.</p>	<p>nothing should be stored in the area.</p>	<p>All staff/ SENCO</p>	
<p>Reception area</p>	<p>There is a main reception area where pupils are dropped if arriving after the bell, where visitors sign in, where parents can access assistance and where deliveries are dropped and signed for.</p>	<p>The reception area should be kept clear. No visitors should be let into the school through the double doors without correctly signing in on the main system and meeting the requirements for assurance.</p>	<p>Reception staff/ All staff/ Site supervisor</p>	<p>Daily</p>
<p>Emergency escape routes</p>	<p>There is fire escape route plan in place as devised by the site supervisor. This is shared with all staff. All access routes are clearly signed and illuminated.</p>	<p>There are regular fire evacuation drills carried out through the year. Fire marshals undertake training regularly and are allocated areas of the building to check. There are PEEPS in place for any children who require additional assistance due to disability. Regular risk assessments are carried out and amendments made as required.</p>	<p>Site supervisor / fire wardens/ SENCO/ all staff</p>	<p>Daily</p>