ACCESSIBILITY PLAN

Last review date	Sept 2022
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Date for next review	Sept 2023

Document Control

Document version numbering will follow the following format. Whole numbers for approved versions, eg 1.0, 2.0, 3.0 etc. Decimals will be used to represent the current working draft version, eg 1.1, 1.2, 1.3 etc. For example, when writing a procedural document for the first time the initial draft will be version 0.1.

The table below provides details of the changes made to this document, to inform those reviewing and approving the document.

Document Edition	Section	Details of Change
1.0	Introduction	Six Es to three

Contents

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

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.

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 headteache

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
Increase access to the curriculum for pupils with a disability [eg current requirements around visual impairment and wheelchair access]	Explain your school's approach here. Examples: ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum including enlarged paper, access to IT and acting on advice from outside advisors as appropriate ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to ensure it meets the needs of all pupils	Short term: curriculum is accessible and inclusive to all pupils. This is regularly reviewed. Tutors set up APDR documents to support pupils' needs. Medium term: professional advice is sought and acted upon regularly as part of a program to ensure young people with disabilities access the curriculum to the best of their ability. Termly reviews of APDRs. Long Term: staff understanding and knowledge is increased to enable them to manage any disability appropriately in the classroom to support all pupils to achieve their best.	Regular support is sought by appropriate professionals to ensure pupils and staff are fully aware of specific needs and equipped with the skills and equipment to make learning and the curriculum as inclusive as possible. Training for staff to be able to utilise professional advice in lessons. Appropriate equipment as recommended by professionals SEND team and Year Team learning walks to ensure recommendations are happening in class.	V Rolls/L Davies	APDR-termly Professional advice - yearly	Professionals recommendations are employed by staff and pupils comfortably in the classrooms.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ● Lifts ● Stair lifts ● Wide corridors ● Visibility paint ● Disabled toilets ● Library shelves at wheelchair accessible height ● Maintained evac chair and staff trained to use it ● Adequate lighting throughout the school ● Cleaning and site team keep site tidy and free of obstacles on a daily basis ● Specialist equipment at appropriate height and visually accessible i.e. in the science lab	Short term: Physical environment and routes are checked daily and kept clear	Outside edges painted every ½ term	NF/BD	Every ½ term	All step edges easily visible
		Medium term: Ensure access equipment is well maintained	Lifts and stairlifts compliance checked every 6 months	PS	6 months	Safety report from contractor
		Long term: Florescent tube lighting to be replaced by LED lighting in order to improve general visibility around school	As bulbs and ballasts go lights are steadily replaced with LED lighting	NF	Ongoing	Improved lighting and visibility around school
Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plans in place for students with mobility difficulties		CGS managers to inform PS when a student in their year group has mobility difficulties	CGS Managers/PS	As required	Disabled students and staff working with them can evacuate safely

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: ● Internal signage ● Large print resources ● Reading pens ● Audible information ● Instructional videos ● Pictorial or symbolic representations ● Additional adult support where appropriate ● Appropriate IT resources	Short term: Staff are aware of the optimum way to deliver information to the pupils. Medium term: Pupils are able to access and use the resources they need to receive the information Long term: Staff and pupils are comfortable with and regularly use the preferred communication and delivery of information methods for the pupil.	Up to date APRD/lesson toppers. Appropriate resources available Time to train staff and pupils on using the resources Advice from appropriate professionals to support pupils and staff.	V Rolls/L Davies/R Grist	Termly APDR Regular review of Access Arrangements Yr 10/11 pupils have access to appropriate equipment and arrangements in all assessments	APDR in place and being used in lessons to support pupils Pupils and staff are comfortable in using strategies and equipment. Appropriate resources available and being comfortably used.