



ACCESSIBILITY PLAN

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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 six 'Es' as follows:

- **Ethical** – 'Doing the right thing'
- **Excellence** – 'Outstanding quality'
- **Equity** – 'Fairness and social justice'
- **Empathy** – 'Caring for others'
- **Evolution** – 'Continuous change'
- **Endurance** – 'Working hard and not giving up'

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

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 **[include as appropriate: pupils, 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>Identify needs and address provision for new pupils with disabilities.</p>	<ul style="list-style-type: none"> • 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 • 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 	<p>Continue to support any pupils with disability allowing them to access full curriculum and reach their full potential through delivery of differentiated approach to work and support.</p> <p>Regular reviews of outcomes to ensure that pupils make progress.</p>	<p>Area for improvement:</p> <p>When purchasing new resources ensure that there are images and examples of people with disabilities to reflect the variety of different needs in society.</p>	<p>Head of school SENDCO</p> <p>All teaching staff</p>	Ongoing	Curriculum overviews are available through website and regular assessment show progress of pupils with SEND.

Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps are provided at the front and back access to school. There is a route for any wheelchair user (parent or pupil) to access every part of the school. However, some access routes might involve going outside and through a ramp back into the building if transferring from the front and middle part of the building to the hall and one classroom situated at the back of the building. • Corridor and door widths are appropriate for wheelchair users. • Disabled parking bays can be made available if the need arises. • Disabled toilets and changing facilities are available. There is currently a consultation ongoing for the improvement of the disabled toilet including changing unit and shower facilities. 	<p><u>Short Term Objective</u></p> <p>Maintain all access points in good order. Regularly check that no obstacles are in place causing obstructions to wheelchair users.</p> <p><u>Medium Term Objective</u></p> <p>Disabled toilet facilities added to the front of school building allowing access for wheelchair users without the need to transfer through outside of the buildings.</p> <p><u>Long Term Objective</u></p> <p>Continue to assess physical access to the buildings and whenever new building work is carried out look for solutions and adaptations to improve disabled access flow within</p>	Ensure that the new disabled toilets are designed fit for purpose and building work is to a high standard.	Head of School Paul Renowden- Educational Capital Project team at Cornwall Council	Sept 2022	<p>Safe access to all parts of the building.</p> <p>Disabled toilets adapted to the needs of users.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Library shelves at wheelchair-accessible height • Tables and chairs arrangements within classroom can be easily adjusted to suit wheelchair users. 	internal parts of the building.				

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	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources whenever request is made or need identified • Braille, will be available when need identified • Pictorial or symbolic representations provided • Printed copies of newsletter and communication letters for those with limited access to internet. • Provision of IT equipment to help pupils complete work in school and at home during absence. 	<p>Assess needs of school community in regard to information. Ensure parents have access to internet to read newsletters; if not provide printed copies.</p> <p>Allow all pupils access to remote education when needed, ie during periods of isolation.</p>	Have IT equipment available to loan for pupils who need it to complete school work at home.	Head of School SENDCO	Ongoing	<p>Clear information provided for those who have additional needs.</p> <p>Parents are well informed through newsletter.</p> <p>Children are accessing education at home when not able to attend school.</p>

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 board/committee name/governor name/the headteacher].