



Launceston College
A Multi Academy Trust

ACCESSIBILITY POLICY

Updated on: July 2019

Review by: July 2020

Reviewer: LOR

The Multi-Academy Trust is committed to ensuring that all students can access and participate fully in the life of their school.

The Multi-Academy is committed to:

1. Increasing the extent to which disabled students can participate in the curriculum
2. Improving the physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school
3. Improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

Appendix L - Launceston College Accessibility Plan 2019-2021

Purpose of Plan

The purpose of this plan is to show how Launceston College intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the College community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN Information Report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Compliance with the Equality Act

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all new staff are aware of their responsibility in relation to equality of opportunity for all students.	Build overview of Equality Act and College's inclusive principles into new staff induction, GPS programme and staff training and leadership training.	SENCO and ALT	Short-term and on-going	End of June 2020	Current staff are aware of the need to fully include all students when planning any activity either in the classroom or outside. We aim to remove barriers to students playing a full and active part in College life. This is embedded in staff training at all levels but will form part of all on-going training.
Embed the summer SEN reviews for 10 students with a firm focus on preparing for adulthood outcomes; improve our careers advice around Post 16 provision.	Work with admin to map out the reviews, ensure Year 10 students receive careers advice with either the College advisor or Careers South West if have an EHCP.. Provide open day information, explore courses and opportunities Post 16. Provide supported visits if needed. For some students have a specific transition plan.	SENCO	Medium-term	End of July 2020	All Year 10 students with an EHCP have an extra summer review to consider Post 16 courses and a plan for where they will apply and what needs to happen for them to transition. Careers guidance needs to be more readily available for this to be successful. We did not have access to

					CSW this year and this impacted on the work we could do..
Improve the tracking of interventions linked to Assess, Plan, Do, Review (APDR) cycle.	Ensure all students on the SEN register of need have a Provision Map and relevant SMART targets that are utilised by staff to inform planning and preparation, particularly Year 7 on entry.	SENCO and lead LSA's	Short-term	Dec 2019	Brief teaching staff. Provide training to all LSA's about how to access the maps and utilise the strategies when supporting students.
	Inform staff about the need to utilise the strategies. Half-termly review of data and interventions; staff to provide feedback in relation to the meeting of targets for all SEN reviews.	SENCO.	Medium-term	July 2019	We will also be able to use the APlus reflections from students.
	For high tariff students we will develop and use an APDR grid alongside the Provision Maps. This will be for any student where we are likely to need to apply for an EHCP	SENCO Student Support Manager	Medium term	July 2020	Set up on One Drive so key people can see and work on them, LOR, JFC, CE and LL. The grids will be referred to and updated as part of the review process. We need to show 6 cycles of APDR before an application can be made for an EHCP.

Access to the physical environment - statutory

		Who	Long,	Time Frame	
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Accessibility Outcome	Action to ensure Outcome	responsible	medium or short-term		Notes
Review of access and restricted access areas within the school.	<p>Health and Safety walk is carried out regularly by the Site Manager. This is done in faculties</p> <p>Review of Fire escape signs and safety (Site Manager consults with resident science technician (ex-Fire Chief).</p> <p>Access to finance and exams office is presently not disability friendly (staff and students).</p>	Site Manager with SENCO	Short-term and on-going.	End of January 2020 so that any reasonable and manageable premises adjustments can be put forward for the budget.	<p>College continues to comply with the DDA requirements and to take reasonable steps to ensure the inclusion and access of students and parents, including routes to reporting adjustments to the site as needed.</p> <p>All floors and areas of the school can be accessed by wheel chair users.</p> <p>Signs have been displayed to show emergency shut offs, fire escape points and refuge points.</p> <p>A fully independent fire risk assessment was carried out in Spring 2018.</p>
Ensure that all disabled pupils can be safely	Termly Fire Drills successfully carried out, a log kept by Site Manager and overseen by	Business Manager and Site	Short-term	On-going review	Advice received and acted upon.

evacuated and that planned fire escape routes are suitable	<p>Principal and Business Manager. All advice acted on immediately from Health, Safety and Welfare Unit's annual Health and Safety Audits. Site Manager is aware of fire evacuation route around music block.</p> <p>External bookings, through RS, are reviewed and fire evacuation procedures are clearly defined. A walk with Site Manager and RS will take place Summer 1.</p> <p>Review of fire drill with new ALT arrangements.</p>	Manager with SENCO/ARB Manager and Governors			Amendments to fire Drill are regularly made.
Ensure that all SEND students can be safely invacuated.	<p>Site manager and AP review rooms and processes around invacuation, with wedges being installed behind doors. Three new bell sounds installed and functioning – correct number of rings for end of lesson, fire drill and invacuation. Plan for invacuation rolled out to all students and staff via assemblies and tutor briefings. Video produced and circulated to tutors ready for the invacuation drill. Opportunity for feedback from staff and students to inform the process. Invacuation Drills embedded in College.</p>	Business Manager and Site Manager with SENCO/ARB Manager, ICT and Governors	Short-term	On-going review	Advice received and acted upon. Amendments to Invacuation Drill are made where necessary and staff and students are regularly updated.
Ensure Access Plan is brought to the attention of Governors and review is discussed.	Scheduled walks with Site Manager, MAT Health and Safety Co-ordinator and Safety Governors takes place. Weekly site team walk	Site Manager/Principa l/ Business Manager	Short-term	On-going review	Review by ALT to ensure school continues to comply with the DDA requirements
Internal movement	Health and Safety walk is carried out by Site Manager and MAT Health and Safety Co-ordinator	Site Manager with SENCO.	Short-term	On-going review	Students move around College in a safe and orderly

	The 4 lifts that are in College are checked annually by the insurance company (Zurich)	Site Manager/Arrow Lifts/Kone/Zurich			manner.
Where reasonable, review access for all prospective students	Forward planning, liaison with feeder school and prospective parents re: the needs of those students joining us.	Principal, SENCO and Business Manager	Short-term	On-going review	Where reasonable, access arranged for prospective students by starting date
For building improvements, awareness and where reasonable improve access	Forward planning with Business Manager, Site Manager and ALT. Input from SENCO.	Business Manager and Site Manager with SENCO.	Short-term	On-going where either College budget allows	Building projects to required standards taking in needs of those in the College and prospective students.
Review of external gate opening times	Planning which gates should be open.	ALT, Business Manager and Site Manager	Short-term	On-going	Students are safe and secure.
Review accessibility of Library shelves	Review with SENCO and students to ascertain where reasonable improvements to access may be made	Principal, SENCO and Librarian	Medium term	July 2019	Greater unassisted access to resources
Continue review of Access Plan and needs of students/parents where reasonable	Parental and student involvement, invite suggestions and working together	Principal, Site Manager, SENCO and Librarian	Medium term	On-going	Reasonable improvements made supported by recommendations of stakeholders
Disabled parking	Review taking place by Site Manager to improve disability parking. A review of the present car parking at the front of College is taking place	Business Manager/ Site Manager	Medium term	Spring Term 2019	Access for all visitors, parents and students
Develop additional space within the ARB as a quiet space for a	Work with Site Manager to plan the area and maximise the space in order to meet the needs of the student. Invoice for work sent to County.	SENCO, Site Manager	Short-term	September 2019	This is the second internal development we have made into

new student					order to meet the specific needs of students.
Develop plans to extend the provision in the ARB.	Initial plans drawn up between County architect, County SEN advisor, College Site Manager, Principal, SENCo and ARB Manager.	Principal, Site Manager and SENCo.	Medium - term	September 2020	These plans are in the very early stages.

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN students engaging in a range of enrichment opportunities	Tutors to promote and monitor the involvement of students in extra-curricular opportunities.	Tutors, Heads of House, ARB Manager and SENCO	Medium-term	July 2020 and on-going	Tutors will use the new APlus area on the eContactbook to do this. Tutors should engage with parents and students in order to ensure this happens; calls home, review meetings etc.
Continue to raise understanding of what makes a good listening environment and embed good practice supporting students with hearing	Work with Jayne Loader to extend the training for staff and apply for accreditation from the Audiology Service.	SENCO	Long-term	Summer 2020	Students have access to the appropriate environment; staff know and use effective strategies.

impairments.					
Increase opportunities for students to know and understand each other's needs and be fully included in College life.	Work with staff to gather ideas and plan opportunities for ARB students and mainstream students to work and socialise together. This should flow both ways, students coming into the ARB environment and ARB students into mainstream. Where possible ARB students should access mainstream lessons and teaching.	SENCO and staff.	Long-term	Summer 2020	This work will need to be sensitively done in order to increase the confidence of students who have complex needs.

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that disabled students have reasonable access to school trips	Trips and visits advice to be reviewed to ensure that documentation includes specific advice on this entitlement and ensure set up of forms to indicate that advice has been followed. Ensure that each new venue is vetted and is accessible for disabled students.	Principal, ALT and SENCO	Short-term	On-going review	Documentation on trips and visits clear on disabled access. Include recent legislation within a specific policy.
To further develop the relationship between teaching staff and TAs	HOF/HoDs to ensure that the curriculum is designed to provide opportunities and support for all students. Curriculum	SENCO, SEN admin, Lead TA's.	Medium-term	Summer 2020 and ongoing	Faculties to reflect and report on progress against plans.

within the classroom to ensure the effective use of TAs	<p>outcomes will be clear. Faculty development time to be used for this development and review.</p> <p>Relevant training to be provided to the wider College, within faculties and to TA's</p> <p>Further develop the resources on T-drive about how to best support students and effective use of TA's.</p> <p>Use of the 15 minute forum as a training opportunity.</p> <p>Use of student voice and observations to develop classroom strategies to support and challenge individuals with SEN</p>	HOFs			Regular learning walks and feedback from LSA's.
Improve the quality assurance of support within classrooms in order that we continue to meet the needs of our students.	<p>Use of student voice and observations to develop classroom strategies to support and challenge individuals with SEN</p> <p>Identify training and development opportunities for teachers and TA's around SEN best practice – this could be linked to performance management.</p>	SENCO, SEN admin, Lead TA's.	Medium-term	Summer 2021	Teaching staff are confident about how to use TA support effectively and TA's feel confident and supported in their role. Student voice is sought as part of the process.
Support transition for all new students	<p>Attend transition planning meetings, TACS and where possible Annual Reviews for students in Year 5/6. Identify needs prior to transition and train/employ staff accordingly.</p> <p>Engage fully in the consultation process for those with an EHC.</p>	Principal and SENCO	<p>Medium term</p> <p>Medium-term</p>	<p>July 2020 and on-going</p> <p>May 2020 and on-going</p>	<p>Smooth transition of students into College environment</p> <p>Ensure we can meet the needs of all those who</p>

					apply. .
Review our exam concession processes	<p>Use data from KS2 to better understand the needs of our learners on entry and faculties know and use this to inform their practice.</p> <p>Training provided to all teaching staff and TA's about up to date guidance from the JCQ and what we can provide.</p> <p>Ensure Provision Maps reflect concessions required.</p> <p>Staff plan for concessions i.e. any requests for TA support (reader or scribe) , use of ICT etc is requested well in advance.</p> <p>Develop an approach that enables continuous opportunities to reflect on student outcomes and identify potential concessions</p>	SENCO HOF's	Medium - term	July 2020	<p>Use transition forms from primary schools alongside data to ensure we know our students and their needs.</p> <p>It would be useful to have an overview of KS3 assessments to help with TA planning.</p>

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that there is clear guidance on accessible formats for information presented to students	Paper guidance on accessible format prepared	KS3 Coordinator and SENCO	Short-term	July 2020	Clear guidance exists for staff
Ensure that there are routes to information, advice and	Provide links from our SEN Information Report to other useful policies and the	SENCO Resources	Short-term	July 2020 and on-	Update to reflect changes in outside

guidance for parents of students with SEN.	Local Offer.	Manager		going	agencies. Reviewed and updated yearly.
Continue to ensure access to school communications	Review communication formats and request parental and student feedback	SENCO and Resources Manager	Medium-term	September 2019	Reasonable parental access to school communications
Where reasonable, successful access for all prospective students	Forward planning and liaison with feeder schools, prospective parents and Local Authority. Create access plans for individual pupils.	Principal, SENCO and Business Manager	Medium-term	May 2019 and annually thereafter	Where reasonable, access arranged for prospective students by starting date
Ensure students in the ARB are being assessed and their progress reported on to mirror the process for the whole College.	<p>Embed the use of B-squared to track and report progress to parents, students and inform planning for individuals.</p> <p>Embed the Learning Review Day meetings for ARB students and parents, update Provision Maps and set new targets based on B-squared.</p> <p>Create and complete formal ARB reports.</p> <p>Develop understanding of progress data within ARB team.</p> <p>Explore possibility of an ARB Aplus to map their achievements.</p>	SENCO ARB Manager	Medium-term	July 2019	Factor in training opportunities. Schedule student reviews New ARB manager to visit other ARB's to see best practice.

Appendix B – Bideford College

Bideford College is a larger-than-average-sized secondary school and is housed in one of the most modern school buildings in the country. Built in 2010 it has been designed and resourced to meet the demands of providing a first rate education for up to 1,800 young people between the ages of 11 to 19.

As a new build, Bideford College was designed and built to be accessible to all, it is fully compliant with the Disability Discrimination Act 2005. There has been acknowledgement throughout the school of Building Bulletin 93: Acoustic Design of Schools in England; where practical classrooms are carpeted, ceilings tiled and heavy doors/door seals used.

We are 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 Accessibility Plan must be reviewed every three years and approved by the Governing Body. The review process is delegated to a senior group of managers including, the SENDCO with support from the Business and Site Manager. It is monitored by the Principal and evaluated by the relevant Governors' committee.

Vision Statement:

Bideford College aims to continuously improve the accessibility of provision for all pupils, staff and visitors to the school. We do this by;

- Continually reviewing the environment of the school, the way we plan, prepare and deliver the curriculum.
- Working hard to provide an atmosphere where all students feel safe and valued.
- Promoting an understanding of disability and work to show positive models of people with disabilities. We will avoid using stereotypes and use language which emphasises the person rather than the disability.

- Examining those parts of the active and extra-curricular activities which may have limited access for students with a disability and see if it is possible to provide learning experiences which promotes similar development of knowledge and understanding.
- Trigger an investigation of access within our planning cycle so that it is an explicit part of our School Development Plan.

Current Accessibility Features:

The College already has extensive measures in place to ensure that our staff, students and visitors have access to all parts of the school and curriculum, some of these are set out below.

High Level Features

- Lifts to every floor of the building
- Ramps connect all lower levels of the site
- All doorways accommodate wheelchair access
- All levels have disabled toilet facilities
- There are no threshold step obstacles across the site
- There is an EVAC Chair system in place
- Every corridor has at least one Sound Field System equipped classroom
- Self-contained SEN block
- Hearing Support Centre
- Disabled Parking Spaces

- No step access to the site from street and car park levels

Medium Level Features

- Induction Loop System fitted to Devon Hall.
- Contact Microphone/Speaker systems on all reception points.
- Bed elevator fitted to SEN Area.
- Height adjustable workbenches in catering.
- Height adjustable sinks in technology classrooms.

Low Level Features

- Perching stools
- Wheeled stools
- Wedged cushions
- Enlarged maths equipment
- Safety matting
- Reading magnifiers
- Coloured overlays
- Lift pass

- Voice recorders
- Writing slopes
- Pen grips
- Toilet steps
- Specially configured laptops and tablet
- Specially adapted steps for the use of technology equipment

Identifying Future Needs

The Accessibility Plan will be updated in its entirety once every three years, although it will be amended annually to accommodate the needs of staff and students as they arise. To support this process the College has invested in specialists who will guide us and educate us on how we can constantly improve, these include staff with specialisms in:

- Hearing/British Sign Language
- Manual Handling
- Safeguarding
- Supporting Children in Care

Where skills beyond the capability of the staff team are required the College will seek to engage these services locally through its educational contacts.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all staff are aware of their responsibility in relation to equality of opportunity for all students.	Build overview of Equality Act and College's inclusive principles into new staff induction, GPS programme and staff training.	SENDCO	Short-term and on-going	End of Dec 2019	

<p>Embed and improve the tracking of the Assess, Plan, Do, Review cycle with all staff using the Graduated Response tool kit</p>	<p>Inform HOFs of the procedures to refer to the universal provision when planning and reviewing SOW to ensure access to all students within the classroom. All faculty members to have a good understanding of the strategies to support students through the GRD and universal provision. Inform HOHs, HSLOs, APs and other pastoral leaders of the Assess, Plan, Do, Review cycle, using the universal provisions set out in the GRD, ensuring regular review of the students' plans.</p>	<p>SENDCO</p>	<p>Short-term</p>	<p>End of September 2019 – to allow for induction of new staff and tutors.</p>	<p>Young person and parent invited in to share their views and set relevant strategies/interventions.</p>
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<p>Access to the physical environment - statutory</p>					
<p>Accessibility Outcome</p>	<p>Action to ensure Outcome</p>	<p>Who responsible</p>	<p>Long, medium or Short term</p>	<p>Time Frame</p>	<p>Notes</p>

<p>Review of access and restricted access areas within the school, specifically looking at <i>updating the signage to consider adding braille imprints to assist blind and partially sighted persons.</i></p>	<p>Health and Safety walk is carried out regularly by the Site Manager.</p> <p>Review of Fire escape signs and safety and fire safety equipment and warning systems.</p> <p>Review of site signage to add braille imprints.</p>	<p>Site Manager</p>	<p>Short-term</p>	<p>End of January 2019 so that any reasonable and manageable premises adjustments can be put forward for the budget.</p>	<p>College continues to comply with the DDA requirements and to take reasonable steps to ensure the inclusion and access of students, parents and visitors.</p>
<p>Review changing the colour of paintwork on stair edges to ensure a contrast is visible.</p>	<p>Costings for the purchase of paint or stripping for stairs to be put forward for the budget to enable those with a visual impairment to see the contrast.</p>	<p>Site Manager, SENDCo & Business Manager</p>	<p>Long Term</p>	<p>November 2019 to allow for costings and request from budget</p>	<p>Recommendations made for a student by Rovic; Student not at school but will allow for future proofing.</p>

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short term	Time Frame	Notes
Ensuring the availability of a laptop for students who have been assessed to have a need to support their learning. Ensuring the availability of a laptop for students who have a temporary incapacity due to injury. Ensuring the availability of laptops during internal and external examinations.	Review the regular usage of the 'Laptop Loan' system in the library; their maintenance and their longevity. Review costings of any new laptops and cross-reference to budget – considering future proofing existing stock and projecting need for the future.	SENDCo, Librarians, IT Manager	Long Term	September 2019 – to allow for budgets and projected spend for the future	Current laptops in the library are Note Pads which are becoming outdated.
Maintaining the licences for learning support software, checking for regular program updates and the effectiveness of JCQ approved software; with ongoing IT support throughout internal and external examination periods.	Review Learning Support Software; cross reference Assessment software against JCQ requirements; Review updates for viability and costings; check costings against budget.	SENDCo, Exams Assessor, IT Manager	Mid Term – on going	May 2020 – to allow for changes to exam access from JCQ	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure information given to parents of disabled students is clear at time of new intake	Information distributed at new intake evenings as part of admission packs. Support staff to create a data base.	AP Transition	Short-term	September 2019 Summer Term 2020	Clear and agreed sheet available and included in admission pack about accessible formats.
Ensure that there are routes to information, advice and guidance for parents of students with SEN.	Provide links from our SEN Information Report to other useful policies and the Local Offer.	SENDCO Resources Manager	Short-term	Dec 2019	

Appendix A – Atlantic Academy

1. Aims and Principles

The purpose of the plan is three fold, namely to:

1. Improve the physical environment of the Academy to enable disabled pupils to take better advantage of education
2. Increase the extent to which disabled pupils can participate in the curriculum, benefits, facilities and services provided
3. Improve outcomes for all.

Our Academy aims to treat all 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 Academy website, and paper copies will be available upon request.

The Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

The Academy's complaints procedure covers the accessibility plan. If there are concerns relating to accessibility in the Academy, this procedure sets out the process for raising these concerns.

The Academy:

- recognises and values each young person's knowledge of their disability
- recognises and values parents' knowledge of their child's disability
- recognises the effect a student's disability has on their ability to carry out activities
- respects the parents' and child's right to confidentiality
- provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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 Academics 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.

Academy's 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.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve staff knowledge and understanding of the Equality Act (2010)		1.Ensure all staff are aware of the Equality Act and the Academy's obligations in relation to it.	<ul style="list-style-type: none"> ● Introduce the Equality Act 2010 to staff via staff training. ● Include overview of staff obligations in staff induction. 	SENDCo	July 2020	<ul style="list-style-type: none"> ● INSET delivered ● Equality information included in staff induction. ● Staff aware of obligations - evidenced by staff questionnaire.
Improve and maintain access to the physical environment	Atlantic Academy is housed in purpose built accommodation. The Academy was opened in September 2018. It is 10 months old. The physical environment was planned to maximize access for all. The following features are of relevance to this policy:	1.To review the physical environment of the 'new build'.	<ul style="list-style-type: none"> ● Complete a review of facilities after one academic year of occupation. 	SENDCo	January 2020	Review completed. Report delivered to Principal .

	<ul style="list-style-type: none"> • There is pedestrian access to both floors; • an elevator links the first and ground floor; • Ramps are not required to access any part of the building; • Corridors are wide; • doorways are wide; • Disabled parking bays are available; • Disabled toilets and changing facilities are available. 					
Review the interior colour scheme with regard to visual contrast.	All internal walls within the academy are painted mat white. This includes numerous support pillars. There is no contrast in colour between the pillars and walls. This may make it less easy for those with a visual impairment to navigate the building.	Consider the internal colour scheme of the academy to ensure that permanent fixtures have sufficient colour contrast to enable visually impaired to navigate the building with ease.	<ul style="list-style-type: none"> • Review the internal colour scheme. • Proposals for modification presented to Principal. • Modifications considered and actions agreed. • Modifications implemented. 	SENDCo	<p>Oct 2019</p> <p>Nov 2019</p> <p>Dec 2019</p>	

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4. Monitoring arrangements

This document will be reviewed every year. It may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

Appendix 1: Accessibility audit (to be completed by end of December, 2019)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Lifts				
Parking bays				
Entrances				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Appendix E - Egloskerry Primary School

This plan is to show how Egloskerry School intends, over time, to increase accessibility to the school site and curriculum, so all pupils can take full advantage of their education and associated opportunities.

Schools' duties around accessibility for disabled pupils

Academies and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

Compliance with the Equality Act is consistent with our setting's aims, equal opportunities policy and SEN information report.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCO manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school provides additional support for pupils where necessary and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Speech and Language Therapy
- Occupational Therapists and physiotherapists
- The school nurse
- Educational Psychologist support (including transition work)
- Thrive practitioners
- Team Teach/positive handling trainers

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Egloskerry Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

Egloskerry - Accessibility Improvement Plan

Short Term – daily/weekly/half termly

Priority	Lead Staff	Strategy & Action	Resources and costs	Time	Success Criteria
Differentiation of the curriculum to ensure all pupils and their parents/carers can access their learning and experiences	Principal SENDCO Teachers	<ul style="list-style-type: none"> • Training for teachers on differentiating the curriculum and effective communication with parents • Training for staff on increasing access to the curriculum for special needs/disabled pupils - this includes on school trips and druing immersive learning 	CPD costs	In place and ongoing	Increased access to the curriculum Needs of all learners met

		<ul style="list-style-type: none"> Staff aware of services available through LA Link Accessibility Plan to SEND Action Plan (including Dyslexia Friendly Schools) and whole school T&L Strategy work 			
Provision of learning support materials to ensure that all pupils can access their learning	Principal SENDCO Teachers TAs/HLTAs	<ul style="list-style-type: none"> Availability of written material in alternative formats (e.g. overlays) Appropriate use of specialised equipment to benefit individual pupils and staff (e.g. pencil grips) 	Resources (pencils, overlays etc)	In place and ongoing	Learning experiences of pupils enhanced.
Thrive approach to support nurture and emotional development is embedded across the school	Principal SENDCO Ceri Thomas Teachers TAs/HLTAs	<ul style="list-style-type: none"> Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs (Thrive Room). Develop sensory garden/areas in each classroom. Whole school Playground updated to link to 'play based' learning; including access for all pupils. Emotional Development CPD updated 	Thrive Room allocated Thrive Practitioner Update Training & Trauma Informed Schools CPD £500	In place & ongoing	Pupils' emotional and character development is enhanced using the Thrive approach Thrive tracking demonstrates improved emotional resilience Ceri Thomas is a Thrive Practitioner
Team Teach and Restrictive Positive Intervention (RPI) strategies are in place where required	Principal SENDCO Teachers TAs/HLTAs	<ul style="list-style-type: none"> Teaching and non-teaching staff to have training where required 	£400 per course per person	In place and ongoing	Staff trained to Team Teach Rota of staff available to ensure breaks are given/staff absence is covered
School trips are accessible to	Principal	<ul style="list-style-type: none"> Raise staff awareness regarding 	Trip checklist	In place	Accessibility checked

all pupils.	SENDCO Teachers TAs/HLTAs	<ul style="list-style-type: none"> risk assessments for SEND pupils Complete assessments, print and write procedures. Share with all staff helpers on trip. 		and ongoing	during checks on chosen site. Risk assessments in place for SEN children on trips
Curriculum access is compliant with DFE recommendations.	Principal Subject Middle Leaders SENDCO	<ul style="list-style-type: none"> Ensure all present and new staff are aware of DFE recommendations. Audit teaching staff using checklist 	Time for audit	In place and ongoing	Curriculum is accessible to all pupils.
Improve communication of Egloskerry's accessibility plans to all stakeholders	Principal SENDCO	<ul style="list-style-type: none"> Ensure Accessibility Plan is displayed on the school website Improve availability of information/support for parents – display appropriate leaflets for parents to collect. Ensure newsletters are in a user friendly format. Audit parents re format. Ensure DoJo app supports accessibility for all 	Website update costs	In place and ongoing	<p>Accessibility Plan is accessible to all parents/carers</p> <p>Disabled people aware of facilities through policies in place etc.</p> <p>Parents/carers fully informed</p>

Medium Term – Termly/Annually

Priority	Lead Staff	Strategy & Action	Resources and costs	Time	Success Criteria
Training for teachers on differentiating the curriculum.	Principal SENDCO	Audit requirements (Team Teach, Thrive etc) Contact advisors. Book INSET where required.	CDP costs	In place and ongoing Reviewed annually	<p>Staff support the needs of all pupil groups</p> <p>Learning experiences of pupils enhanced.</p>
Training for support staff (TAs)	Principal	Staff audit to establish	CDP costs	In place	Staff support the needs

	SENDCO	requirements for CPD linked to pupil need		and ongoing Reviewed annually	of all pupil groups Learning experiences of pupils enhanced.
Training for support staff (Lunchtime staff)	Principal SENDCO	Staff audit to establish requirements for CPD linked to pupil need	CDP costs	In place and ongoing Reviewed annually	Staff support the needs of all pupil groups Learning experiences of pupils enhanced.
Ensure sufficient equipment is available to meet specific needs.	SENDCO	SENDCO identify needs in annual audit of resource provision linked to needs of pupils	Resources – dependent upon audit	In place and ongoing Reviewed annually	The school experience enhanced for children with specific special needs. Sufficient equipment is in place.
Ensure that the accessibility of the school (internally) meets the needs of all SEND pupils and meets the aims of the long-term strategic plan	Principal SENDCO Governors	<ul style="list-style-type: none"> • Clear route through school for disabled people, allowing access to all areas • Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained. 	Costs dependent upon needs of pupils	In place and ongoing Reviewed annually	Physical accessibility of school increased Improve independent access within school
Ensure that the accessibility of the school (externally) meets the needs of all SEND pupils and meets the aims of the long-term strategic plan	Principal SENDCO MAT Estates Manager	<ul style="list-style-type: none"> • Improve signage to indicate access routes around school • Maintain Safe Access around exterior of school • Ensure that pathways are kept clear of vegetation. • Make sure grounds 	Cost of grounds maintenance	In place and ongoing Reviewed annually	Physical accessibility of school increased Improve independent access within school

		<p>maintenance contractors know which areas to prioritise.</p> <ul style="list-style-type: none"> • Enable disable pupils to enjoy play which would usually be inaccessible to them. • Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained. 			
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Long Term - Strategic

Priority	Lead Staff	Strategy & Action	Resources and costs	Time	Success Criteria
Audit the H&S provision of the school on a 3 yearly basis	Principal MAT Estates MAnager	As part of the Launceston College MAT we are able to have a full H&S audit. Audit to create areas of focus for accessibility plan <ul style="list-style-type: none"> • 2018/19 - completed • Due 2021/22 	LC MAT	One day for audit plus time to complete assessment	Accredited summary of the school's current H&S provision and requirements To be kept up to date on H&S requirements linked to DFE etc H&S Action Plans created linked to 'Next Steps'
During redecoration works, incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Principal SENDCO LC Site team	Discuss with SEN advisors and decorators.	Classroom redecoration costs (part of cyclical maintenance plan) Repairs and Maintenance Budget	In place and ongoing	Contrasting colour schemes in place.

