



Accessibility Plan

2020-2021



Content

Statement of Intent

- 1. Planning Duty 1 – Curriculum**
- 2. Planning Duty 2 – Physical Environment**
- 3. Planning Duty 3 – Information**

Statement of intent

This plan should be read in conjunction with both the **School Development Plan** of Truro Learning Academy and the Truro Hub Development Plan. The plans, together, outline how our school will increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The hub council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Executive Principal, Head of School and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Louise Buist

SENDco

Date: September 2020

Next review date: May 2021

Planning duty 1: Curriculum

An audit has been undertaken to assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------------|---|--|---------------------------------|--|--|-------------|
| Short term | Update accessibility audit to come in line with the requirements of the 2010 DDA for curriculum. | Complete accessibility audit for the curriculum during 2020-2021 academic year. | Executive Principal/HOS/ SENDCo | Autumn 2020 | Share at staff meeting - make teaching staff aware of the accessibility gaps in the curriculum | Spring 2021 |
| | Ensure all relevant support staff have the skills to support pupils with SEND. Ensure all staff are aware of and using 'assess, plan, do review' cycle to inform the graduated approach? | Liaise with relevant agencies to provide specialist skill CPD (assisted tech). Professional Development Staff Meeting to outline SEND expectations for access. | External agencies/SEN DCo | Autumn 2020 | Staff members have the skills to support children with SEND as required. | Spring 2021 |
| | Pupils with sensory needs find focus difficult. | Equip each class with privacy screens and ear defenders. | SENDCo | Autumn 2020 | All pupils will access privacy screens and ear defenders if needed. | Spring 2021 |
| | The progress made by your pupils with 'SEN support' and EHC plans is not yet in-line with national. | Invest in online tracking tool (Arbor). Closely track the progress of all groups and individual pupils. Create case study files for pupils with slower than national progress. | SENDCo | Tracking on-going & case studies Autumn term 2020 | Data will be available. | Spring 2021 |

| | | | | | | |
|--------------------|---|---|----------------------------|--|--|-------------|
| Medium term | Further Improve confidence and self-esteem of most vulnerable & disadvantaged pupils. | Establish a pupil premium team with specific focus on; social/emotional needs and self-esteem, progress and quality of intervention and poor or erratic attendance. | SLT/SENDCo/ PP Lead/LSW | Summer 2020 in readiness for Sept 2020 | Progress and outcomes for groups of pupils with additional needs and/or disadvantage will improve. | Spring 2021 |
| Long term | Pupils with high need SEND cannot access all aspects of lessons. | Provide assisted technology, tablets and other adjustments to pupils with SEND – as required Liaise with outside agencies in order to do this. | SENDCo | Ongoing | Pupils with SEND can access lessons. | Spring 2021 |
| | Homework is not yet accessible to all pupils - online access. | Liaise with Aspire IT department to explore online access for parents to homework. Ensure access to technology is available when remote learning is required. | SENDCo/ PP/IT Lead | As required | Should this be a requirement in the future it will be available. | Spring 2021 |

Planning duty 2: Physical environment

An audit has been undertaken to assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome | Review |
|--------------------|--|--|---|---------------|--|-------------|
| Short term | Update accessibility audit to come in line with the requirements of the 2010 DDA for physical access. | Complete accessibility audit for the environment during 2020/2021 academic year. | SENDCo and site manager | Autumn 2020 | School is aware of accessibility barriers to its physical environment, and will make a plan to address them | Summer 2021 |
| Medium term | Improve flooring to ensure that all floors are; slip resistant, even when wet, of a quality that is sympathetic to acoustics and not so 'hard' as to cause acoustic confusion and firm for wheelchair manoeuvre. | Carpet KS2 corridor and re-carpet KS1 classroom | Executive principal to liaise with Site Supervisor and APIT | Spring 2021 | Improved safety, movement and acoustics - impact positively on learning environment for pupils with sensory limitations. (sensory overload). | Summer 2021 |
| Long term | Learning environment is not presently accessible for pupils with visual impairment. It is not fully accessible or pupils with hearing impairment. | Braille labelling/visual fire alarm installation/induction loop installation. Ensure Vision support team are involved in | SENDco/ Specialist teaching staff and site manager | When required | School buildings are fully accessible for pupils with profound sensory impairment. | Summer 2021 |

| | | | | | | |
|--|--|---|--|--|--|--|
| | | supporting staff to adapt the learning environment when required. | | | | |
|--|--|---|--|--|--|--|

Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------|--|---|--------------------------------|---------------------|--|-------------|
| Short term | Update accessibility audit against the requirements of the 2010 DDA for information. | Complete accessibility audit for information during 2020/2021 academic year. | SENDco | Autumn | School is aware of accessibility gaps to its information delivery procedures. | Summer 2019 |
| | Check all information relating to SEND or access is updated and readily available. | | | | All information required by SEND pupils and their families is available, | |
| Medium term | School website is not fully accessible to children with SEND. | Audit website for SEND/Accessibility compliance and ease of access for pupils/parents with disabilities. | Aspire website support/ SENDCo | Spring 2021 | Website is fully compliant and accessible. | Summer 2021 |
| Long term | Written information is not accessible to pupils with visual impairments. Written information is not available in a variety of languages. | Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing is considered and necessary. (see physical environment) Compile a list of local, available interpreters for use when required. | SENDCo & Office staff | In response to need | Written information is fully accessible to pupils and families of pupils with visual or hearing impairment and/or language barriers. | Summer 2021 |