



Accessibility Policy / Plan

Review frequency:	Annual
Last reviewed:	September 25
Next review date:	September 26

Accessibility Policy and Plan

Purpose

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

The definition of disability is taken from the Disability Discrimination Act 1995:

"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."

This legislation places three key duties on the School:

- Not to treat disabled pupils less favorably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage; and
- Plan to increase access for disabled students.

Policy

The Academy Trust aims to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the School community for pupils and prospective pupils with a disability.

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

Our Accessibility Plan will aim to:

- Increase the extent to which disabled pupils can participate in the School curriculum;
- Improve the physical environment of the School 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.

Curriculum delivery

The school's vision statement and SEND 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 line managers (for staff).

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

Actions Already Taken

- Continuing Professional Development for all staff to increase awareness of the access requirements and provision for pupils, parents and staff.
- Ramp maintenance at the front of school to maintain step free access.
- Personal evacuation plans for individual children.
- Medical protocols for all children with identified medical conditions that require supervision and/or emergency medicine.
- Intimate Care Plans for all pupils who require additional support for their self-help needs
- Specialist SEND ICT equipment accessed and available for pupils in response to individual needs.

Further Actions Planned

- Parent, pupil and staff questionnaires to inform ongoing actions to improve accessibility
- Sensory needs training for all members of staff to ensure that children's needs are met in class and during trips
- All policies equality impact assessed to take account of the guidance in this policy
- Continued training to build capacity and expertise of all staff to enable access for all children regardless of disability.

Linked Policies

This policy should be read in conjunction with the Single Equality Scheme, SEN Policy and our Safeguarding Policy.

Review and Evaluation

This plan has the approval of the governing body and will be reviewed, evaluated and amended annually. It is monitored and evaluated by the Head of School in liaison with the Senior Leadership Team.

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.

Accessibility Plan

Aim	Current	Objective	Action
Improve and maintain access to the physical environment	The whole school is built on one level although the ground is lower at the back/side of the school. The environment is adapted to the needs of pupils as	Individual plans for pupils requiring additional access. Training for staff in supporting pupil's access. Personal Emergency Evacuation Plans	Key staff to be trained in the use of additional equipment as needed for identified pupils. All staff ensure areas are

	<p>required. This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Disabled toilets and changing facilities. 	<p>(PEEPS) are drawn up for all pupils who may need additional assistance to leave the school building in the event of a fire.</p>	<p>maintained to ensure easy access top building via wooden ramps at the entrance.</p>
<p>Provide training in manual handling</p>	<p>Liaise with experts/ LA. To provide training for staff on an individual pupil basis.</p>	<p>Provide training for teachers / TA's on differentiating the curriculum for disabled students</p>	<p>Key staff trained in practical techniques of essential manual handling.</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 SENDCO 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 SENDCO to ensure that the learning activities provide access and inclusion of all</p>	<p>Teaching and learning strategy for support staff and teachers.</p>