



ACCESSIBILITY PLAN

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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

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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 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.

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 Ludgvan School Local Academy Committee.

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	<p>Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Curriculum progress is tracked for all pupils, including those with a disability. We tailor the curriculum and resources used to the needs of pupils who require support to help access it. Resources also include examples of people with disabilities.</p> <p>It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted & facilitated to</p>	<p>Long- term objectives: Ensure all staff confident in differentiating and delivering the curriculum.</p>	<p>Continuous CPD for delivery curriculum, inclusive strategies, differentiation and recording methods.</p>	SENDCO/ Head	Ongoing	High level of staff confidence in strategies for differentiation and increased pupil participation
		<p>Short term objectives: Ensure all (teachers and TA's) staff have specific training on disability and inclusion</p>	<p>Be aware of training needs (e.g. through staff questionnaires, CPD & CCD meetings). Staff access appropriate CPD</p>	SENDCO/ Head/ Deputy Heads	Summer 2025 and ongoing	High level of confidence of all staff- strategies clearly in place and observed when monitoring takes place
		<p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p> <p>Ensure all children on SEN School Record of</p>	<p>Complete monitoring/ learning walks with range of stakeholders, including TA's/ teachers to ensure layout optimizes learning. Feedback given to staff accordingly.</p>	SENDCO/ Head	Summer 2025 and ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support learning, within an accessible learning environment.

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	<p>attend age relevant after school clubs, leisure and cultural activities and educational visits.</p> <p>Use of IT software and hardware to support learning</p>	<p>Need have Pupil Passport, which is concise, specific. These are reviewed termly with pupils and parents.</p> <p>Regular reviews of outcomes to ensure that pupils make progress.</p> <p>To monitor and continually evolve IT provision so that it meets the needs of pupils with SEND.</p>	<p>Class teachers, with TA's write Pupil Passports to outline SMART targets, provision and support in place and to track progress for pupils.</p> <p>Ensure all children have access to own Chrome book in KS2 and one between 2 in KS1- ensure training on suitable programs & apps in place so that staff can utilize effectively to support learning needs. Ensure pupils with SEND access all learning programs, such as Ed Shed, TT Rockstars, timetable.co.uk,</p>	<p>SENDCo/ Class teachers</p> <p>SENDCo/ Head/ IT Lead</p>	<p>Spring 2025 and ongoing</p> <p>Spring 25 and ongoing</p>	<p>A clear and concise Pupil Passport is up to date and forms a key part of the planning process for all SEND pupils. Parents and children have been included in agreeing targets. Progress of pupils with SEND is monitored termly and discussed in Pupil progress meetings</p> <p>Wider use of SEN IT resources in classrooms, particularly on chrome books and when needed iPads, in order to increase accessibility to curriculum for SEND pupils. Programs and Apps in place to support individual needs of pupils.</p>

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			White Rose videos, but also use IT for alternative forms of recording.			
<p>Improve and maintain access to the physical environment</p>	<p>The physical environment is constantly under review to ensure that the needs of all pupils are considered and accommodated</p> <p>Access to the Reception area is free from steps and other physical barriers.</p> <p>There is an accessible toilet in the reception area</p> <p>The site is set out to enable wheelchair access to all external classroom doors.</p> <p>Internally there is a lift to enable access between the two</p>	<p>Long Term Objectives</p> <p>Ensure that evacuation points are accessible to any staff, pupil or visitor who may need additional support e.g. wheelchair egress</p> <p>Not all play areas are accessible to all</p>	<p>Revisit evacuation procedures, and produce a plan to upgrade any areas of concern, to achieve objective e.g. door thresholds</p> <p>Investigate possibilities to create accessibility</p>	<p>Business Manager/HT</p> <p>Business Manager/HT</p>	<p>Ongoing and when individual circumstances apply</p> <p>Ongoing and when individual circumstances apply</p>	<p>Safe evacuation</p> <p>All or most areas accessible to all pupils</p>

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	<p>level interior. The lift is currently out of use, but can be recommissioned should the need arise.</p> <p>Corridors are wide to accommodate wheelchair access.</p> <p>There is disabled parking available in the car park</p>	<p>Medium Objectives</p> <p>Current plans are in hand to install a Hygiene Room to provide an accessible and private space for personal care</p> <p>Short Term Objectives</p> <p>Edges of steps to be re-marked</p> <p>Ensure all pupils with additional needs have a PEEP (Personal Emergency Evacuation Plan)</p>	<p>BM currently working with CC and partners to facilitate</p> <p>Grounds person to carry out work</p> <p>Write PEEP</p> <p>Ensure all staff are conversant with the documents and act accordingly</p>	<p>Business Manager</p> <p>Business Manager</p> <p>Business Manager/SENDCo</p>	<p>Dependent on CC timeframe</p> <p>3 months</p> <p>Ongoing and dynamic to allow for necessary changes</p>	<p>New facility available</p> <p>Safe movement around site</p> <p>Safe egress for all in emergency situations</p>

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Improve the delivery of information to pupils with a disability	<p>This will include planning to make written information that is normally provided by the school accessible to all pupils and adults. Examples might include handouts, letters and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.</p> <p>In planning to make written information available to all pupils and families, we continually review current levels of need and can respond to changes in the range of need. The school identifies agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure enables us to access a range of materials supportive to need.</p>	<p>Long term objectives:</p> <p>Regularly survey parents/ carers as to the quality of communication to seek their opinions as to how to improve.</p> <p>Availability of written material in different formats as and when needed for individuals</p> <p>Short term objectives:</p> <p>Ensure all staff are aware of guidance on accessible formats, including information in letters, website, newsletters.</p>	<p>Regularly send out survey to parents regarding quality of communication. Annual parent questionnaires Teacher/ parent meetings as well as informal discussions. Analyse responses and act upon these.</p> <p>The school will identify sources for converting written information into alternative formats.</p> <p>Guidance given to staff on dyslexia and accessible information. Ensure child and parent friendly review formats and support</p>	<p>Head/ SENDCo</p> <p>Head/ SENDCo</p> <p>Head/ SENDCo/ Office staff</p>	<p>Ongoing/ Annually</p> <p>Ongoing/ as required</p> <p>Ongoing/ as required</p>	<p>School is more aware of the opinions of parents and acts on this.</p> <p>The school will be able to provide written information in different formats when required for individual purposes. Staff produce their own information, which is accessible.</p>

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	<p>Personalised support is offered to parents where a need has been identified.</p>	<p>Annual review information to be as accessible as possible</p> <p>Improve the delivery of information in writing in an appropriate format for visually impaired. Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.</p> <p>Provide information in other languages for pupils or prospective pupils who may have</p>	<p>access to these forms.</p> <p>Provide suitably enlarged, clear print for pupils with visual impairment. Seek advice from vision support service. Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.</p> <p>Access to translators and / or Google translate, sign language interpreters to be</p>	<p>SENDCo</p> <p>Head/ SENDCo</p>	<p>Ongoing/ as required</p> <p>Ongoing/ as required</p>	<p>Staff aware of pupils/ parents preferred method of communications and act on this.</p> <p>All can access information about the school</p> <p>Pupils and/or parents feel supported and included</p>

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		either hearing needs or EAL (English as Additional Language) needs	considered and offered if possible			

