



# Accessibility Plan

2022-2024



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## 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:

Ria Blake

SENDco

Date: September 2022

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Next review date: Sept 2023

## 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	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	Autmn 2022	Staff members have the skills to support children with SEND as required.	Summer 2024
	Pupils with sensory needs find focus difficult.	Equip classes with privacy screens and ear defenders. Create a sensory area within school/	SENDCo	Autmn 2022	All pupils will access privacy screens and ear defenders if needed.	Summer 2023
	The progress made by your pupils with 'SEN support' and EHC plans is not yet in-line with national.	Invest in online tracking tool SEND Tracker. 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 2022	Data will be available.	Spring 2023

<b>Medium term</b>	Further Improve confidence and selfesteem of most vulnerable & disadvantaged pupils.	Establish a pupil premium team with specific focus on; social/emotional needs and selfesteem, progress and quality of intervention and poor or erratic attendance.	SLT/SENDCo/ PP Lead/LSW	Spring 2022	Progress and outcomes for groups of pupils with additional neees and/or disadvantage will improve.	Spring 2023
<b>Long term</b>	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.	Summer 2024
	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.	Summer 2024

## 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
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<b>Medium term</b>	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 recarpet KS1 classroom	Executive principal to liaise with Site Supervisor and APIT	Autumn 2022	Improved safety, movement and acoustics - impact positively on learning environment for pupils with sensory limitations. (sensory overload).	Summer 2024
<b>Long term</b>	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 2024
		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 2023/2024 academic year.	SENDco	Autumn	School is aware of accessibility gaps to its information delivery procedures.	Summer 2023
	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 2022	Website is fully compliant and accessible.	Summer 2024
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 2024