



Kernow Learning
Building Excellent Schools Together

Accessibility Plan

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Statutory or Best Practice policy:	Statutory
Appendices:	No
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 874532 or email trenance@kernowlearning.co.uk



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1. 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.

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 maintaining a culture of awareness, tolerance and inclusion.

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.

This Accessibility Plan has been drawn up in consultation with all relevant stakeholders including the Local Authority, pupils, parents, staff and Trustees of the Academy and covers the period from Jan 2017 – Jan 2020. The school supports any available partnerships to develop and implement the plan.

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 schools 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.

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.



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
To ensure equality of access to the curriculum for pupils with a disability	All the teachers in Trenance Learning Academy are teachers of children with Special Educational Needs & Disabilities. As such, Trenance Learning Academy adopts a 'whole school approach' to special educational needs & disabilities, which involves all the staff adhering to a model of good practice. The National Curriculum will be delivered to all pupils, with appropriate scaffolding and ensuring learning is meaningful for all pupils. Where pupils have special educational needs & disabilities a graduated	Continuing CPD for all subject leads and teachers on adapting all facets of the curriculum including planning for all trips/outings to ensure access and participating for all.. Ensuring challenges in and communication and comprehension are minimised through proactive teaching	On-going audit of teachers training needs in their understanding of a range of SEND and particular needs in each class Referrals and advice sought from appropriate external agencies for supplementary staff training wherever required .	SLT SENCO	July 2023	All pupils achieve their potential and are fully included in school life. Pupils who have any challenges in communication and interaction and cognition and learning are still able to demonstrate their knowledge and understanding at their learning level in all areas of the curriculum.



	<p>response will be adopted. The curriculum will be appropriately adapted to meet the needs of all pupils with disabilities with additional and different provision applied as appropriate whilst ensuring all children access the enriched curriculum.</p> <p>The curriculum is reviewed on a termly basis to ensure it meets the needs of all pupils.</p>	<p>and intervention. Ensuring any challenges in these areas does not inhibit access to the curriculum or inclusion in any Academy activity.</p> <p>Assess appropriateness of alternative, augmentative technology for pupils working towards developing their verbal/written skills</p> <p>Identification of age appropriate 'talk to text' technology for those pupils who continue to work towards producing written work.</p>				<p>All teachers' practice in delivering an adapted and appropriate curriculum to meet the needs of all pupils in their class. This is always judged as at least good, if not outstanding.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The Academy constantly strives to improve the accessibility of the physical environment that will be adapted to the needs of the current pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps for pupils with mobility issues • Playground aids for pupils with VI • Adaptations to classrooms physical environment for pupils with a range of additional needs e.g. blackout blinds, sensory equipment to meet fine and gross motor needs as well as sensory integration support. • Liaising with the OT and Physio Service to ensure pupils with mobility/sensory needs have access to appropriate seating and other aids throughout the school day and at relevant after school clubs • Provision of a quiet space for pupils requiring time out of the classroom • Disabled parking bays 	<p>Assessing appropriateness of disabled toileting and shower facilities</p> <p>Assess need for induction loops though out the Academy. Checking acoustic qualities of classrooms and all learning spaces.</p> <p>Survey of all doors to ensure accessibility to teaching spaces.</p> <p>Review of visual aids in all areas of the Academy.</p> <p>Review of car park facilities and numbers of parents requiring a disabled car space & visitors to the school</p> <p>Check provision and equipment of alternative to quiet</p>	<p>Hygiene room, additional shower, washing machine and tumble dryer in place. Continue to ensure</p> <p>SENCO to liaise with Estates Manager for physical environment assessment and updating of visual aids in playground</p> <p>SENCO to liaise with Estates Manager to plan with LA auditors to the Academy for specialist equipment.</p>	<p>SLT SENCO Estates Manager</p>	<p>June 2022</p>	<p>Pupils can be toileted, washed in an accessible room which is maintained at a high standard. Pupils' clothes can be washed and dried during the school day.</p> <p>All pupils with physical/sensory impairments are able to access all external areas safely.</p> <p>Pupils with hearing impairments are able to access learning in all internal areas of the school.</p> <p>Pupils requiring a respite space are able to do so throughout the school day. Due</p>
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space i.e.
tents/temporary
dens etc. for pupils
requiring respite
space

to the nature of
incoming need in
Reception this
year, the
Academy has
provided an entire
classroom within
the Reception
area for children
requiring intensive
interaction, sensory
exercises and a
quiet calming
space as required.
This space can
also be used for
lunchtime nurture
as required.



<p>Improve the delivery of information to pupils with a disability</p>	<p>The Academy uses a comprehensive range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Use of IT and alternative communication methods • Pictorial or symbolic representations • Providing communication in families home languages and providing translators where requested for parent consultations 	<p>Ensuring consistency and updating of signage and visual symbols throughout the school setting.</p> <p>All curriculum resources are available in formats for visually impaired pupils including access to IT programs.</p>	<p>Audit of all visual representation and signage throughout the school.</p> <p>Review of all provision for pupils with a hearing impairment and considerable of whether additional equipment is required.</p> <p>Review all current Academy publications and promote the availability in different formats for those that require it.</p>	<p>SLT SENCO IT manager</p>	<p>June 2022</p>	<p>The Academy provides newsletters and other communications in all requested formats, including home languages where requested and translators for parents' consultations</p>
<p>Staffroom space and work areas for staff</p> <p>Staff wellbeing</p>	<p>The Academy prioritises staff wellbeing and welfare by ensuring all staff have free access to the Schools Advisory Service (SAS) which provides a range of health, wellbeing and counseling services.</p> <p>The Academy provides staff with a comfortable staff room (updated 2019) and ensures a</p>	<p>Mindfulness of impact of COVID on all members of staff and ensuring all are aware of the full range of services made available by SAS.</p> <p>Emphasis on reducing staff workload and any</p>	<p>All staff to be made aware of full range of SAS services.</p> <p>All workload and classroom concerns to be dealt with effectively and with sensitivity by SLT.</p> <p>Reorgansiation and redecoration of work</p>	<p>SLT DSL Estates Manager</p>	<p>Ongoing</p>	<p>Staff are using SAS service in greater numbers as they become more aware of the services offered.</p> <p>Staff satisfaction is high though surveys indicating the prioritization of all aspects of staff</p>



	workspace for each year group for PPA.	<p>other additional pressures.</p> <p>Maintaining staff leisure and work spaces to a high standard.</p>	spaces and staffroom as required			well-being is effective. Continue to monitor staff wellbeing to ensure high levels of satisfaction.
Signposting families without internet access	The Academy continues to provide all newsletters and important communications on paper for all families requiring this and maintain good awareness of families that are likely to be vulnerable, providing additional check ins with families. All visits and class events are always displayed in classrooms.	<p>To ensure that all stakeholders are properly informed and receive all communication.</p> <p>To support families without access to the internet or challenges with accessing appropriate forms through forging of trusting relationships and good parental engagement</p> <p>To provide access where required eg. provision of laptops to all families requiring them during partial school closure due</p>	<p>Ensure all communications are also available on paper to all families who require this.</p> <p>Ensure the Academy has access to sufficient laptops so they are able to provide these for any pupils who are required to access remote learning and do not have appropriate technology to do so.</p>	SLT IT Lead	Ongoing	Parental surveys indicate high levels of satisfaction with Academy policy and general support for engagement as well as individualized support where requested.



<p>Signposting to other services</p>	<p>The SENDCo, Family Pastoral Lead and Reception staff support families by researching additional sources of support and information as required.</p>	<p>to COVID. Continued provision of electronic aids if remote learning is required.</p>	<p>To continue to improve our service to families and foster engagement in the wider community</p>	<p>SENCO Pastoral Lead</p>		
<p>The Academy website is compliant and up-to-date</p>	<p>The website is fulfilling the statutory role of information sharing. The website is a one stop portal for news, information, policies and procedures for the Academy</p>	<p>To continue to support families in a holistic approach in the community in which they live</p>	<p>To ensure website is compliant at all times. All new and updated policies and procedures to be uploaded to the website. Ensuring uniformity across the Trust</p>	<p>SLT</p>	<p>Ongoing</p>	<p>The website is reviewed on a regular basis and is consistent with statutory and Trust policy</p>



4. 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 The Local Advisory Board and the Head of School/Executive Headteacher.

5. Links with other policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality and diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- SEN Information Report
- Academy Improvement Plan
- Asset Management Plan
- Academy Prospectus and Mission Statement
- Creative curriculum

6. Accessibility Audit

The Accessibility audit is carried out in conjunction with the annual Health and Safety Audit, including all objectives within this Accessibility Plan.

A complete Accessibility audit of all schools within the MAT was undertaken during the academic year 2019/2020 the Facilities Manager and an external consultant by September 2019.