



# **Accessibility Plan**

**2022-2025**

**(Updated July 2023)**

# Content

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### **Statement of intent**

This plan should be read in conjunction with both the **School Development Plan** of Tregolls 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 head of school and other relevant members of staff

- 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: Claire Davis

SENDco

Date: July 2023

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Next review date: July 2024

## 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 2021-2022 academic year.	Headteacher/pastoral lead/ SENDCo	Summer 2022	Share at staff meeting - make teaching staff aware of the accessibility gaps in the curriculum	Autumn 2022
	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 e.g., ASD CDP. Professional Development Staff Meetings to outline SEND expectations for access.	External agencies/SEN DCo/ ARB teacher	Spring 2022	Staff members have the skills to support children with SEND as required.	Summer 2022
	Pupils with sensory needs find focus difficult.	Equip each class with privacy screens, individual work stations and/ or ear defenders and training in supporting pupils with sensory needs. Develop low arousal environments in school for sensory support. Targeted early morning club for key pupils in school.	SENDCo/ pastoral lead/ ARB teacher	Spring 2022	All pupils will access privacy screens, workstations and ear defenders if needed.	Summer 2022

	The progress made by your pupils with 'SEN support' and EHC plans is not yet in-line with national.	Invest in online tracking tool (b squared). Closely track the progress of all groups and individual pupils who require small steps tracking. Create case study files for pupils with slower than national progress.	SENDCo	Tracking on-going & case studies Spring 2022	Data will be available.	Summer 2022
<b>Medium term</b>	Further Improve confidence and self esteem of most vulnerable & disadvantaged pupils.	Pastoral team with specific focus on; social/emotional needs, self esteem, progress and quality of intervention and poor or erratic attendance.	SLT/SENDCo/ PP Lead/pastoral team	Autumn 2022	Progress and outcomes for groups of pupils with additional needs and/or disadvantage will improve.	Summer 2022
<b>Long term</b>	Pupils with high need SEND cannot access all aspects of lessons.	Provide enrichment activities e.g. music therapy, take 2, forest school 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 2022
	Homework is not yet accessible to all pupils - online access.	Dojo access to all parents to support homework and assist communication. Ensure access to technology is available when remote learning is required.	SENDCo/ IT Lead	As required	Should this be a requirement in the future it will be available.	Summer 2022

## 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
<b>Short term</b>	Update accessibility audit to come in line with the requirements of the 2010 DDA for physical access.	Complete accessibility audit for the environment during 2021/2022 academic year. Review in summer 2023.	SENDCo and site manager in Summer 2022.  SENDCO in July 2023.	Summer 2022  Summer 2023	School is aware of accessibility barriers to its physical environment and has made adjustments to rectify this, including new tables to class rooms, updated security and maglocks within the internal building. Removal of the external barrier entrance to the car park in Summer 2022.	Summer 2024
<b>Medium term</b>	Provide low arousal/ calm areas in all classrooms to support pupils with sensory needs. Staff are aware of whole class, group and bespoke sensory support which can be offered to pupils.	Identify classrooms to have a calm area/ break out space for supporting pupils as needed.  Clear and purposeful spaces created	SENDCO/ ARB teacher in consultation with class teachers.  Head of school/ SLT alongside external guidance from school improvement partner and visiting	Summer 2022  Academic year 2022-2023.	<i>Staff identify an area to develop in their classroom as a breakout/ safe space for pupils as needed. Areas designated and painted in Summer 2022.</i> <i>Staff to consider and plan for a quiet area in class when setting up for 2023-2024.</i>	Summer 2024

		<p>throughout the school as part of planned improvements to environment within academic year 2022-2023.</p> <p>Ensure Vision support team are involved in supporting staff to adapt the learning environment when required. Hearing support team offering class based advice to specific children and staff.</p>	<p>head teachers from across the Aspire trust.</p> <p>Relevant staff to attend training with hearing support team.</p>		<p>Removal and streamlining of corridor spaces to create a calmer/ more purposeful learning environment and to aid transitions within 2022-2023. Visual prompts through wide spread use of widget has improved communication and supported pupils arousal levels through making expectations for movement and routines clear for all.</p>	
<b>Long term</b>	<p>Learning environment is not presently accessible for pupils with visual impairment. It is not fully accessible for pupils with hearing impairment.</p> <p>ARB toileting facilities and spacing is not adequate/classroom</p>	<p>Braille labelling/visual fire alarm installation/induction loop installation when required.</p> <p>Request to expand ARB provision in</p>	<p><i>SENDco/ Specialist teaching staff and site manager Summer 2022.</i></p> <p>Summer 2023, communication, site visits and discussion to access/ plan for an expansion of the</p>	<i>When Required</i>	<p>School buildings are fully accessible for pupils with profound sensory impairment.</p>	<p>Autumn 2024</p>

	not floor spaced to accommodate an increase in numbers of children currently.	conjunction with head of school/ Aspire trust and local authority.	ARB to accommodate up to 15 children from September 2024.* (Pending building and expansion of current facilities including staffing).	<i>Autumn 2024</i>	School premises have expanded to accommodate an increase in specialist provision, including consideration and update of the outside area offer to ARB pupils.	
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## Planning duty 3: Information

An audit has been undertaken to review 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 2021/ 2022 academic year.	SENDco	Summer 2022	School is aware of accessibility gaps to its information delivery procedures.	Autumn 2024
	Check all information relating to SEND or access is updated and readily available.			Updated Summer 2023	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.	IT coordinator/ SENDCo/ Aspire trust (governance)	Summer 2022 Updated Summer 2023	Website is fully compliant and accessible.	Autumn 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.	SENDCo & Office staff, Aspire trust.	In response to need	Written information is fully accessible to pupils and families of pupils with visual or hearing impairment and/or language	Summer 2024

		(see physical environment) Compile a list of local, available interpreters for use when required.			barriers. Information is translated and accessible into different languages upon request.	
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