



# **ACCESSIBILITY PLAN 2018 - 2021**

## **Charleton C of E Academy**

**TOGETHER WE EMPOWER EXCELLENCE**

# Vision, Core values and 6 Principles of Excellence

---

**Our Vision:** To transform children's lives.

**Our Mission/ Core Purpose:**

To develop a 'values led' family of exceptional schools that always puts children first. Where learners excel and communities are enriched so that the life chances of more and more children are improved.

**Our Core Values:** Collectively Empowering Excellence

**Excellence:** We champion excellence and equality for all and in all that we do.

**Empowering:** We invest in each other and our communities.

**Collectively:** We are one team and agree to work as one family.

## LAP Operational Principles of Excellence

The LAP Core Values are underpinned by the following agreed 6 Principles of Excellence. These are our non-negotiables.

1. **Priority, Children First:** In every action we take and decision that we make.
2. **Aspirational Expectations:** A culture where every child will succeed.
3. **Excellence in Teaching and Learning:** Excellent, passionate staff transform children's lives. For our children, we collectively empower excellence.
4. **Professional Development- Investing in People:** Committing to world class, bespoke, Continuing Professional Development. For our staff, we collectively empower excellence.
5. **Distinctiveness:** We embrace, encourage and celebrate the uniqueness of each of our schools, recognising the context of the community that it serves and the curriculum that it offers to meet those needs. For our communities, we collectively empower excellence.

6. **Leadership with Vision and Efficacy:** Working together, we deliver and achieve much more than we could ever do individually. Collective expertise, shared responsibility, accountability and financial efficiencies add value and improve outcomes for children.

1. Aims

Academies 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.
- Improved the physical environment of the academies to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

The Trust 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 Academy plan will be made available online on the academy website, and paper copies are available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Trust recognises that regular and reliable data is essential if the Trust and Academy is to know and understand the needs of its pupils, parents, staff and trustees and to be able to monitor progress against its Action Plan.

An Accessibility Audit will be completed by the academy to inform the development of a new Accessibility Plan for the ongoing period.

The Head of Academy will monitor the Action Plan on behalf of the Academy and liaise with the Trust Executive Team who report to the Board of Trustees.

This plan reflects statutory requirements for the setting of Equality Objectives.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility 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 this 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.

Academies 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 Accessibility Plan complies with our funding agreement and Articles of Association.

The Learning Academy Partnership (the Trust) incorporates:

All Saints Marsh Church of England Academy  
Ellacombe Church of England Academy  
Ilsham Church of England Academy  
Little Stars Childcare Centre  
Warberry Church of England Academy  
All Saints’ Thurlestone Church of England Academy  
West Alvington Church of England Academy  
Charleton Church of England Academy  
Dunsford Community Academy

|            |   |
|------------|---|
| Appendix 1 | Action Plan – Increasing Access for disabled pupils to the Curriculum           |
| Appendix 2 | Action Plan – Increasing access for disabled pupils to the physical environment |
| Appendix 3 | Action plan – Improving the delivery of written information to disabled pupils  |
| Appendix 4 | Access Statement  |

**Appendix 1**  
**Access Plan: Part 1**

Increasing access for disabled pupils to the curriculum

| Target   | Action  | Resources | Outcomes   | Time                       |
|--|---|-----------|--|----------------------------|
| Curriculum adjustments ensure fair access for all  | <p>Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc</p> <p>With consideration for those children with general and specific learning difficulties.</p> <p>Ensure staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs</p> |           | <p>All pupils access the curriculum.</p> <p>Structured conversations as appropriate with parents and carers.</p> | As required to meet need   |
| Ensure teaching and learning methods and environment supports pupils with hearing impairment | <p>Quiet classrooms, child facing teacher, clear enunciation. Support as required.</p>  |           | <p>Progress confirmed by observations and formal assessment</p>  | As required to meet needs. |

|  |  |  |  |                           |
|--|--|--|--|---------------------------|
| Ensure teaching and learning methods and environment supports pupils with visual impairment                      | Pupil faces teacher, glasses worn.<br>Modified print   |  | Progress confirmed by observations and formal assessment   | As required to meet needs |
| Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties | Layout of classroom, time out, clear targets, clear behavioural expectations                               | Additional support as required   | Progress confirmed by teaching assessment and achieving targets  | As required to meet needs |
| Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions           | Accessibility of medication. Awareness of staff when planning activities                                   |  | Pupils able to access all activities   | As required to meet needs |
| Update curriculum and general policies   | Rolling programme of policy review to ensure that policies are up to date and comply with legislation      | Senior Executive Meetings, Senior Leadership and staff PDMs  | Policies reflect the Trust's commitment to removing barriers to learning.  | Ongoing                   |
| Prepare a response programme of training for all staff to meet requirements of disabled pupils                   | Ensure SENCo fully trained to be responsive to needs that may arise  | CPD/training   | SENCo able to disseminate good practice and information to all staff   | Ongoing                   |
| To use external services to support pupils with a disability.  | Access external services for advice and support and then to provide ongoing advice and support as required | Time: for staff to liaise with specialists<br>Financial: purchase of specialised equipment as required | The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability. Staff have greater understanding of disability issues. | Ongoing                   |
| Provide training for staff.  | Staff attend relevant courses, SENCO to  | Financial – cost of CPD  | Staff are deployed effectively and have  | Ongoing                   |

|  |   |                                       |   |                                       |
|--|---|---------------------------------------|---|---------------------------------------|
|  | have an overview of the needs of disabled pupils. Share successful practice within the academies.                                       |                                       | high expectations of disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs |                                       |
| Develop a range of learning resources.   | As resources are updated, ensure they will meet the differing needs of pupils.  | Cost of new resources and materials.  | Pupils with disabilities have access to appropriate curriculum materials.   | Ongoing                               |
| Ensure venues for school trips are suitable  | Pre-visit assessment of suitability- transport, access, toilets<br><br>Evolve for risk assessments                                      | Cost of Evolve system                 | Equal opportunities for Children with disabilities to participate in off-site activities.   |                                       |
| Classrooms optimally organised to promote the participation and independence of all pupils | Review and implement a preferred layout of equipment and furniture and equipment to support the learning process in individual classes. | Use visual timetables                 | Children have ready access to a range of resources.<br>Sessions start on time without the need to make adjustments.                 |                                       |
| Extracurricular activities planned to ensure participation by all                          | Review extracurricular provision regularly. Preparation meeting with parents/carers to make all necessary additional arrangements       |                                       | Out of school activities will be conducted in an inclusive environment  | As required in response to pupil need |
| Review staff deployment  | Establish timetables to provide support for pupils  | Overtime/additional hours as required | Support available during key times when individuals may need support  | Ongoing                               |

## Appendix 2

### Access Plan: Part 2

Increasing access for disabled pupils to the physical environment

| Target   | Action  | Resource   | Outcome   | Time                           |
|--|---|--|---|--------------------------------|
| <p>Access:<br/>To be aware of the access needs of all pupils/staff/trustees/parents and carers.</p> <p>Ensure all staff and trustees and other volunteers/visitors to the academy are aware of access issues</p> | <p>Gather data around access needs at the point when a child begins at an academy</p> <p>Create access plans for individuals as required</p> <p>Reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include an accessibility plan as part of induction</p> |  | <p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p> | <p>Annually or as required</p> |
| <p>Ensure everyone has access</p>  | <p>Ensure that nothing is preventing access for all</p>   | <p>Caretaker/staff daily checks to ensure entrances are clear of obstruction</p> | <p>All visitors feel welcome</p>  | <p>Ongoing</p>                 |
| <p>Dedicated parking area</p>  | <p>To continue to explore possibilities with local communities/local authority to provide permanent disabled parking areas</p>  | <p>Liaise with external agencies</p>   | <p>Accessible parking for all visitors staff and pupils</p>   |                                |



|  |  |                |   |                         |
|--|--|----------------|---|-------------------------|
|  | Provide designated drop off point for disabled drivers   |                |   |                         |
| Improve access to site   | Ensure pathways are gritted and ice free<br><br>Check exterior lighting is working on a regular basis                              | Caretaker time | Paths accessible and safe<br><br>Improved safe access for pupils, parents, staff and visitors | As required             |
| Exits<br>Ensure all disabled or impaired pupils, staff visitors can be safely evacuated                      | Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils  |                | Pupils and staff are safe   | As required             |
| Ensure the buildings remain fully accessible and compliant in line with the Equality Act and DDA Regulations | Ensure building and maintenance works are fully compliant with the Equality Act in relation to access e.g ramps, visual alarms etc |                | Wheelchair access to majority of the school building including toilet and learning facilities | As works are undertaken |
| Each academy will undertake Fire Safety assessments. Fire equipment is regularly checked and maintained.     | Ensure staff are fully trained and aware of their duties   |                | All staff and pupils have safe independent exits from sites                                   | Daily                   |

**Appendix 3**  
**Access Plan: Part 3**

Improving the delivery of written information to disabled pupils - The LAP Academies

| Target  | Action   | Resources           | Outcome  | Time    |
|---|--|---------------------|--|---------|
| Availability of written materials in different formats                | Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats | Administration time | The academy will be able to provide information in different formats. Parents and carers become aware.         | Ongoing |
| Make available academy publications in alternative formats            | Review all publications and provide in format required   | Administration time | Information available for all in different formats and electronically  | Ongoing |
| Academy sends electronic publications including reporting/newsletters | Reviews undertaken and new methods explored to communicate academy information   | Administration time | Head of Academy and Senior Staff become knowledgeable about possible outcomes                                  | Ongoing |
| Website is compliant with statutory regulations                       | Dedicated staff member to update and maintain websites   | Administrative time | Information available to all electronically<br>Compliant   | Ongoing |
| Ensure information in SEN reviews is accessible to all parties        | Provide a choice of formats for parents and carers.  |                     | Parents and carers have choices about how they are communicated with and how they provide their points of view | Ongoing |

## Appendix 4 Access Statement

Arrangements for physically disabled persons using Charleton Church of England Academy.

This appendix to the academy accessibility plan is designed to outline a solution for the difficult issues faced by physically disabled persons using the academy premises, due to its challenging topographical layout.

Due to the historic layout and age of the building, the only access into and out of the school buildings that is accessible to wheelchair users is the early years classroom and disabled toilet as all other areas are only accessible via a series of steps.

Although the academy currently has no pupils in attendance with any physical disabilities nor any pupil that requires physical support whilst manoeuvring around the school site, we recognise that this could change at any point and have therefore put in place plans that would enable the school to accept any such pupil, should the situation arise.

Should the situation arise whereby either an existing pupil of the school were to become temporarily or permanently physically disabled, or a physically disabled pupil were to join the academy, then the following procedure would come into place:

The current regime whereby the school pupils rotate to different classrooms as they progress through their school life, and specific classrooms/buildings are used for a specific age range of pupil would no longer take place. In essence, if a permanently, physically disabled child were to become a long term pupil of the academy then that pupil, along with their year group of pupils, would remain in the same classroom throughout their education at the school.

In the event that an employee of the academy were to become either temporarily or permanently physically disabled, then the same conditions would apply as above, in that the academy would utilise the accessible part of the building for this person, should they be a teacher, teaching support staff or admin. The Trust are confident that this would be achieved with very little changes due to both the high level of training received by our employees in being able to adapt to teach the full spectrum of primary aged pupils, and the integration of our IT systems throughout the premises.

Finally, where possible, any visits to the premises by a physically disabled person, whether this be a parent, an official (ie OFSTED Inspector) or a general visitor would be planned in advance, allowing for provisions to be made as follows:

Prior arrangements be made so that the meeting of such person can be held within the accessible part of the building. Alternatively, if the visitor were required to see/enter the main part of the building such as the admin office or school hall, then sufficient and suitable temporary ramps would be sought for use to gain access via main entrance.

## Details of Amendments:

February 2016

1. Policy adapted to incorporate whole of LAP.
2. Executive Headteacher role amended to Chief Executive Officer.
3. Generally updated and amended

March 2018

1. Accessibility Plan reviewed and updated for individual academies