



# **ACCESSIBILITY PLAN 2018 - 2021**

## **Dunsford Community Academy**

**TOGETHER WE EMPOWER EXCELLENCE**

# Vision, Core values and 6 Principles of Excellence

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**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  
All Saints' Thurlestone Church of England Academy  
Charleton Church of England Academy  
Dunsford Community Academy  
Ellacombe Church of England Academy  
Ilsham Church of England Academy  
Little Stars Childcare Centre  
Warberry Church of England Academy  
West Alvington Church of England 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 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	Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc With consideration for those children with general and specific learning difficulties.  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	Equipment, such as pastel coloured paper reading rulers weighted cushions adapted seating	All pupils access the curriculum. Structured conversations as appropriate with parents and carers.	As required to meet need
Ensure teaching and learning methods and environment supports pupils with hearing impairment	Quiet classrooms, child facing teacher, clear enunciation. Support as required.	Installation of 'soundfield system' if needed	Progress confirmed by observations and formal assessment in 'plan do review' cycle	As required to meet needs.
Ensure teaching and learning methods and	Pupil faces teacher, glasses worn.	IT equipment eg visualiser if needed	Progress confirmed by observations and formal	As required to meet needs

environment supports pupils with visual impairment	Modified print used. Internal redecoration ensures high contrast of walls, door frames and doors. Steps have nosings.		assessment in 'plan do review' cycle	
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations, behaviour care plan, positive handling plan	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	Staff trained in medical procedures  installation of shower / change bed if needed	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, 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 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 have an overview of the needs of disabled pupils. Share successful practice within the academies.	Financial – cost of CPD	Staff are deployed effectively and have high expectations of disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs	Ongoing
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		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 individualised equipment and specialised furniture	Children have ready access to a range of resources. 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	Additional equipment provided if needed	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: 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 our 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>daily checks</p>
<p>Improve access to site</p>	<p>Ensure pathways are gritted and ice free</p> <p>Check exterior lighting is working on a regular basis</p> <p>Install ramps if needed</p>	<p>Caretaker time</p>	<p>Paths accessible and safe</p> <p>Improved safe access for pupils, parents, staff and visitors</p>	<p>daily checks</p> <p>building works as needed</p>



	install pool hoist if needed			
Exits Ensure all disabled or impaired pupils, staff visitors can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils	Fire wardens trained	Pupils and staff are safe	As required
Ensure the buildings remain full 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	Building works as needed	Buildings accessible and safe for wheelchair users including access to toilet and learning facilities	As works are undertaken
Each academy will undertake Fire Safety risk assessments. Fire equipment is regularly checked and maintained.	Ensure staff are fully trained and aware of their duties regular evacuation drills, at least termly	Staff CPD	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 and any disabled family members - 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 providing publications including reporting in electronic format	Methods explored and considered	Administration time	Head of Academy and teachers become knowledgeable about possible outcomes	Ongoing
Website is compliant with statutory regulations	Dedicated staff member to update and maintain websites	Administration time	Information available to all electronically Compliant	Ongoing
Ensure information in SEN reviews is accessible to all parties	Provide a choice of formats for parents and carers.	Administration time	Parents and carers have choices about how they are communicated with and how they provide their points of view	Ongoing

## 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

February 2018

1. Policy adapted for Dunsford Community Academy

March 2018

1. Accessibility Plan reviewed and updated for individual academies