

Accessibility Plan 2025 - 2026

Review history

July 2022	Full audit of school site – schedule of agreed actions appended below
September 2022	Document published
August 2023	SENDCo reviewed this plan in readiness for the start of the academic year 2023-2024. At this time, the site was not open to students and building works to upgrade the main entrance and library were ongoing.
September 2023	Document published
July 2024	<p>CELT school accessibility plans must take into account access to the curriculum as well as the physical buildings, and every CELT school will use the same accessibility Plan Template.</p> <p>Agreed Actions - Moving forward every school to use the same accessibility Plan Template, JMG to provide. This will be based on the LA template (see attached) and will hopefully incorporate existing information so that it reduces the need for additional work.</p>
September 2024	<p>Action: The Estates Team and SENDCo will arrange a site-walk audit using the local authority's audit document. Moving forward, this would take place in May to allow for any adaptations to be made to accessibility plans once there is confirmation from local authority about admissions and placements of children.</p> <p>Action: Following the site-walk audit, and incorporating the legacy actions as below, the Estates Team and SENDCo will complete a new Accessibility Plan using the local authority template.</p>
January 2025	Action: Estates Team and SENDCo to identify any additional adaptations required to the site, such as hoists or lifts, and access School Access Initiative funding and appoint contractors
Annual review	Action: In line with the Equality Act 2010, organisations need to take an anticipatory approach to meeting needs, so the SENDCo will work with feeder primary schools and Heads of Year to review current cohorts and consider what adaptations may be needed in the future. The SENDCo will propose necessary changes to the Estates Team

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". As stated in the Equality

Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Penrice Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school community.

Penrice Academy has adopted this accessibility plan in line with the school's Special Educational Needs and Disability (SEND) policy with the aim to ensure that their school is socially and academically inclusive, that all students have access to a full curriculum, and that all students are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit. The school's SEN policy outlines the provision that the Academy has in place to support students with Special Educational Needs and Disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision is made for all students with disabilities and to ensure they are not discriminated against. The need for specialist support and educational provision is clearly identified and used effectively, to the full benefit of the student's development. Under SEND, we have a duty to audit access to buildings and facilities and develop/review an accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan we aim to:

- Increase the extent to which disabled students can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled students can take advantage of the education and associated services as provided by the school
- Improve the delivery to disabled students of information which is provided to students who are not disabled.

Students with SEND are given full and inclusive access to the curriculum (academic, character and enrichment curriculums) supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual. The school curriculum is regularly reviewed by the Headteacher and Senior Leadership Team (SLT) to ensure that it is ambitious, accessible to all students and supports the learning and progress of all students as individuals.

The school ensures that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential and increase life chances. The school does this by:

- Ensuring all staff are fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular CPD/training and learning opportunities for staff across curriculum areas on

the subject of SEND and SEND teaching; school staff are abreast teaching and learning strategies that will aid the progress of all students including those with SEND making use of all resources available

- Using in-class provisions and support effectively to ensure that the curriculum is adapted where necessary
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision, particularly opportunities for pre-teaching fundamental concepts/knowledge and over-learning
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made to interventions/provisions
- Setting appropriate individual targets that motivate students to achieve their best, celebrating achievements at all levels, listening to students' views and taking them into account in all aspects of school life.

Sensory and/or Physical Needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- Appropriate seating, acoustic conditioning and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Provision of tactile and kinesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular and frequent access to specialist support

Reasonable Adjustments

The school also makes reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that any barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- Audio-visual fire alarms
- Assistance with guiding

Teaching and learning:

- Assistive technology
- Extra staff assistance
- An electronic or manual note-taking service
- Readers for students with visual impairments
- Adaptive teaching

Methods of communication:

- Assistive technology for communication
- The provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- Induction loop or infrared broadcast system
- Videophones
- Readers for students with visual impairments

This Accessibility Plan will be evaluated regularly, at least once each academic year.
It will be monitored for its effectiveness and will ensure that it covers all areas of accessibility.

Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change

Accessibility Plan for Penrice Academy
Ongoing recommendations - reviewed August 2024

Completed actions removed from 'live' plan, held on the previous issue, task lines renumbered

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date achieved
1	Site wide	<p>Regular maintenance of bushes as signs would be easily obscured; if possible move it to an easily seen location. The site is not level so additional care must be taken to ensure clear pathways, handrails on steep areas and tactile pavements to warn of changes in elevation.</p> <p>Delineate pathways by painting white guidance lines and indicate changes in the surface i.e. interconnecting pathways. Keep all vegetation regularly maintained and move bins that may impede the progress of a visually impaired person or a wheelchair user.</p>	X			M	OG	<p>Regular surveying and trimming carried out</p> <p>Edges are indicated by change to grass</p> <p>*new path edging at the corner near the English Block is to be completed by Cornwall Council contractors</p> <p>Routes are checked clear daily when the school is working.</p>

2	External Ramps and Outside Steps	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition. Mark start and end of ramps as indicated.	X			M	OG	Start and ends to be repainted when the weather improves and maintained under normal maintenance cycle
3		Paint nosings on the top and front of each step to highlight changes in levels. Usually yellow paint is used. Ensure faded nosings are renewed	X			M	OG	Routine maintenance required when the weather improves
4	Main entrance door	On the day of the audit the automatic doors were not operational, fixed since the audit. There is however a clear sign for disabled people to ring for assistance. Regular maintenance required for automatic doors and sign should be erected if the doors are not functioning.		X		M	OG	Doors maintained and regularly checked

5	Site Wide	<p>Paint a contrasting colour round the door to assist the visually impaired also highlight the door handles - currently it is just a sheet of white / un-contrasted to a visually impaired person.</p> <p>Label glass doors with posters or decorative designs.</p> <p>This applies not only to the main door but also to all other door entrances.</p>	X			M	To be further discussed	To be discussed with Principal and SLT – does not align with Academy colour scheme
6	Internal Areas	<p>Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible.</p> <p>Ensure that circulation routes are kept clear of obstructions, such as sports equipment, deliveries, and stationery.</p>	X			M	OG	<p>Regular checks</p> <p>Daily checks</p>

7	Corridors	Improving the visual contrast in a school should be considered when carrying out maintenance or refurbishment work – for instance when painting walls and doors, or renewing floor finishes. Should a mobility impaired person or wheelchair user wish to study at the school we (Cornwall Council) would deem it reasonable for that pupil to be allowed to use a powered wheelchair or buggy to help him or her get around the site.	X			M	OG	Routine maintenance includes these aspects. Internal lifts or platforms enable access, but do not support emergency evacuation.
8	Signage	It is inclusive to incorporate tactile signage into all new signage. Change all signage in upper case to lower case.	X			M	OG	When required it will be installed. Lower case will be used on signage
9	Internal Doors	Site manager to check every door for noise levels regularly and adjust accordingly when necessary e.g. Music rooms.	X			N	OG	Routine maintenance

10	Site Wide	Check and replace all non-compliant door handles with the recommended D fittings. Provide sufficient contrast between the door handles and the door.	X			N	OG	Check specification for 'D' fittings. Would be carried out when identified as needed by an individual assessment
11	WCs	Replace non-conforming taps with the correct push button or lever fittings.	X			M	OG	What is the specification?
12	WCs	<p>Ensure all alarm cords in all accessible toilets are of a suitable length and type.</p> <p>Instruct cleaning staff to ensure that all cords are kept hanging free.</p> <p>Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff.</p> <p>Care room to be maintained and advice from visiting OT to ensure compliance</p>	X			N	OG	<p>Done, to be changed to non-ligature cords on a rolling basis.</p> <p>Ongoing</p> <p>SENDCo to advise</p> <p>SENDCo to advise and review</p>

13	Escape Routes	Remove any obstructions on escape routes daily and that the safe place of refuge is clearly marked	X			N	OG	Routine checks
14	Site Wide	Ensure fire doors are in working order and there are no obstructions on the outside.	X			N	OG	Surveyed, works outstanding 29/10/2021. Contractors being engaged through CELT to remedy defects.
15	Site Wide	Provide wheelchair handling training to teachers and site team	X			M	OG	Training provider or syllabus required
16	Site Wide	An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	OG	Daily site team walk-round when unlocking
17	Site Wide	Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	X			N	OG	SENDCo to advise. Personal Emergency Evacuation Plans (PEEPs) in place for those that need this support.

18	Site Wide	Annual Fire Risk Assessment review to be carried out and check that all fire extinguishers are maintained, wall mounted and clearly indicated		X		N	OG	FRA in place and reviewed. Defects repaired when known.
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