



# **ACCESSIBILITY PLAN 2024 - 2027**

## **Ellacombe C of E Academy Inc Little Stars**

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.

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	Ellacombe Academy Access Statement

### Appendix 1 Access Plan: Part 1

Increasing access for disabled pupils to the curriculum

Target	Action	Resources	Outcomes	Time
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<p>Curriculum adjustments ensure fair access for all</p>	<p>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.</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>Chrome books. Writing slopes/ aids. ASC/ADHD resources. Calm boxes. External support (e.g. outreach) Reasonable adjustments.</p>	<p>All pupils access the curriculum. Structured conversations as appropriate with parents and carers.</p>	<p>As required to meet need</p>
<p>Ensure teaching and learning methods and environment supports pupils with hearing impairment</p>	<p>Quiet classrooms, child facing teacher, clear enunciation. Support as required. Hearing loop with teacher wearing aid to pick up voice.</p>	<p>Trust core offers in place. Loop fitted Outreach support Reasonable adjustments.</p>	<p>Progress confirmed by observations and formal assessment</p>	<p>As required to meet needs.</p>
<p>Ensure teaching and learning methods and environment supports pupils with visual impairment</p>	<p>Pupil faces teacher, glasses worn. Modified print</p>	<p>Trust core offers in place. Outreach support. Effective use of technology – e.g chrome books Enlarged text.</p>	<p>Progress confirmed by observations and formal assessment</p>	<p>As required to meet needs</p>

		Reasonable adjustments.		
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 Safe space set out and established Reasonable adjustments.	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. Risk awareness register (medical)	Individual health plans.  Outreach support	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  School nurse , Occupational therapy and physio support.	CPD/training  Pupil passports/ Individual support plans.	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 Training offer within the trust of Torbay/ outreach.	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. Risk assess through Evolve and include staff briefing	Clear trips and visits procedures  Evolve SLA	Equal opportunities for Children with disabilities to participate in off-site activities.	Training and administration
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.	Cost related to universal provision/ targeted support/ specialised support.	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	Internal/ External providers open to all, making adaptations where necessary.  ISP targets used so that children's needs are met	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	Ongoing

		Request to Recruits submitted where appropriate.	individuals may need support	
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## 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 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>As per access plan</p> <p>Risk assessments in place, where appropriate for members of staff.</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>Lift and disabled toilet in EYFS building.</p>	<p>Caretaker/staff daily checks to ensure entrances are clear of obstruction</p>	<p>All visitors feel welcome</p>	<p>Ongoing</p>

	(See access statement Appendix 4)			
Dedicated parking area	To continue to explore possibilities with local communities/local authority to provide permanent disabled parking areas or to provide designated drop off point for disabled drivers	Liaise with external agencies	Accessible parking for all visitors staff and pupils	Ongoing
Improve access to site	Ensure pathways are gritted and ice free  Check exterior lighting is working on a regular basis	Caretaker time  Risk register – regularly updated	Paths accessible and safe  Improved safe access for pupils, parents, staff and visitors	As required
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	Risk register – regularly updated	Pupils and staff are safe	As required
Ensure the buildings remain full accessible and compliant in line with the Equality Act	Ensure building and maintenance works are fully compliant with the Equality Act and DDA Regulations	Risk register – regularly updated	Wheelchair access to majority of building including DDA toilets and a learning space	As works are undertaken
Each academy will undertake Fire Safety risk assessments. Fire equipment is regularly	Ensure staff are fully trained and aware of their duties	Staff CPD	All staff and pupils have safe independent exits from sites	Daily



checked and maintained.				
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### 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 provides electronic versions of most publications including reporting, newsletters and letters.	Continue to explore new methods	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 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	Ongoing

			and how they provide their points of view	
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## Appendix 4

### Access Statement:

Arrangements for physically disabled persons using Ellacombe Academy.

This appendix to the school accessibility plan is designed to outline a solution for the difficult issues faced by physically disabled persons using the premises of Ellacombe Church of England Academy, due to its challenging topographical position and historic layout. (Note; Access to and around Little Stars is fully compliant with current DDA regulations)

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 is 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.

The schools EYFS building within the premises is fully catered and designed to accept and be accessible for any disabled person, including an internal disability lift and washroom facilities including a shower. Within this building there is also a fully working kitchen area which can be easily utilised as a meeting or office space if the need should arise.

Should a current pupil of the academy become temporarily incapacitated, the academy would look to put measures in place whereby the pupil would safely be taxied in and out of the main school building, whereby once within the main building the pupil would be able to attend their 'usual' learning environment and classroom.

Should the situation arise whereby either an existing pupil of the school were to become 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 on an annual basis 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 EYFS building which would adequately meet not only the access requirements, but also the physical requirements of the pupil as stated above.

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 building for this person, should they be a teacher, teaching support staff or admin. The academy 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 existing EYFS building. For example, parents' evenings or general meetings would be held within the kitchen/office space.

Alternatively, if the visitor were required to see/enter the new classrooms within the premises to carry out their role, for example an OFSTED inspection, then that person would not be expected to enter/leave this area unattended but instead, would be assisted and supported to and from the new classrooms by a physically abled employee via the sloped access from Garden Road, using either the gate at the rear or the side of the new building.

## 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 2016

1. Addition of Appendix 4 to meet requirements of Torbay Council Building Control officer

March 2018

1. Accessibility Plan reviewed and updated for individual academies

November 2021

1. Removal of Trust previous vision and values.
2. Removed list of academies in the Trust.
3. Addition of Little Stars into the title for complete clarity

September 2024

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