

Looe Community Academy

Accessibility Plan

1. Background

- a. Disability Discrimination Act 1995 (as amended) - The requirement to plan our support for disabled students originally arose from the planning duties at Sections 28D and 28E, which required schools to draw up accessibility plans to improve access to education over time.
- b. Equality Act 2010 - The requirement to plan was replicated in the Equality Act and schools must:
 - improve the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
 - increase the extent to which disabled students can participate in the curriculum;
 - improve the availability of accessible information to students with disabilities.

2. General

- a. The Academy's admissions policy and criteria have been tested against and are compliant with our Public Sector Equality Duty.
- b. The Academy's D and SEN policy has been tested against and is compliant with our Public Sector Equality Duty.

3. Current state

- a. Physical environment - The Academy has made significant adjustments to achieve the movement around the site by those students and staff with physical impairments and has considered the needs of those requiring hearing and sensory support, including:
 - access ramps, platform lifts and passenger lifts in lieu of steps allow full access to all areas;
 - toilet facilities are available in each section of the Academy;
 - height adjustable desks and chairs have been placed in certain classrooms;
 - classrooms and learning spaces have been carpeted to improve acoustics.
- b. Participation in the curriculum - The Academy works with students, their parents/carers and specialists to provide the appropriate support to our current students, including:
 - where their condition prevents students from attending the Academy, we engage and resource the Children's Hospital Education Service;
 - auxiliary aids have been provided, including hearing enhancement devices, sports wheelchair and tablet PCs with supporting apps;
 - auxiliary services are provided, including:

- Teaching Assistants, to help students engage in lessons.
 - Specialist staff with the ability to communicate using sign language.
 - c. Making information accessible -
 - our in-house printing capability can produce large-print versions of learning resources whenever required;
 - coloured overlays are used to assist students with reading impairments;
 - tablet PCs and supporting apps enable students to access materials and adjust the viewing scale to suit their specific needs.
- 4. Our plans
 - a. Physical environment
 - To maintain all existing access enablers for physically impaired students to a high standard to continue to enable access to all areas of the Academy;
 - To ensure a high priority is afforded to the acoustic enhancing properties of replacement floor coverings.
 - b. Participation in the curriculum
 - To continue to work with students, their parents/carers and specialists to provide the appropriate support to meet the evolving needs of current students and the specific needs of new students;
 - To continue to provide Teaching Assistants and people with specialist skills to ensure students participate fully in lessons.
 - c. Making information accessible
 - To continue to provide an in-house printing service that can quickly produce learning materials in a range of formats to meet the perceived current and future needs, and to outsource to specialist organisations where this is not achievable;
 - To continue to provide tablet PCs and supporting apps to empower students to access information in the scale and format that best suits their needs.
- 5. Review - This plan will be reviewed annually.