



ACCESSIBILITY PLAN

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Date approved by the Chief Executive Officer (on behalf of Trust Board)	February 2025
Date for next review	February 2028

Document Control

Document version numbering will follow the following format. Whole numbers for approved versions, eg 1.0, 2.0, 3.0 etc. Decimals will be used to represent the current working draft version, eg 1.1, 1.2, 1.3 etc. For example, when writing a procedural document for the first time the initial draft will be version 0.1.

The table below provides details of the changes made to this document, to inform those reviewing and approving the document.

Document Edition	Section	Details of Change
1.0	Introduction	Six Es to three
1.1	All	Three-yearly review of policy and plan template.
2.0	All	Approved by Chief Executive Officer in line with Scheme of Delegation, 07/02/2025.

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Introduction

The Leading Edge Academies Partnership (the 'Trust') is a group of six distinct and unique schools located in beautiful coastal and island settings in Cornwall and the Isles of Scilly. We are fortunate to include a mix of primary and secondary schools, as well as an all-through school with boarding provision and off island bases. This diversity makes for a dynamic and varied perspective.

We offer a values-based education to the communities we serve and welcome employees, pupils, parents/carers and volunteers from all different ethnic groups and backgrounds. The Trust achieves its vision and mission through co-construction, with everyone empowered to shape the future and contribute towards the Trust's success.

The term 'Trust Community' includes all employees, trustees, governors, pupils, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our three 'Es' as follows:

- **Excellence** – 'Outstanding quality'
- **Evolution** – 'Continuous change'
- **Equity** – 'Fairness and social justice'

This policy is based on the value of **'Equity'**

Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Equality and Diversity
- Health and Safety
- Special Educational Needs and Disabilities (SEND)
- Curriculum
- Complaints
- Relationships, Sex and Health Education
- Behaviour

Aims

Schools 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
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools and academy trusts 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 policy complies with our funding agreement and articles of association.

Policy Statement

Leading Edge Academies Partnership is committed to providing a fully accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

The Trust plans, over time, to increase the accessibility of provision for all pupils, staff, and visitors. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of Trust sites, adding specialist facilities as necessary. This covers improvements to the physical environment of schools within the Trust and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all other pupils. This covers teaching and learning and the wider curriculum of the Trust, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents, and visitors with disabilities. Examples might include handouts, timetables, textbooks, and information about the Trust events. The information should be made available in various preferred formats within a reasonable time frame.
- **Explore new technology, online resources, and other alternative** methods to create an accessible environment for all, proactively seeking ways to utilise accessible technology in the learning environment.

Attached is the Action Plan for **St Hilary School** relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis with a full review and new plan every three years.

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

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

Both the school and Trust support any available partnerships to develop and implement the plan.

The Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

Monitoring

This is a Category B policy. It is approved by the Chief Executive Officer on behalf of the Trust Board, with individual school action plans approved by the school's Local Academy Committee.

Implementation of the policy and action plan in individual schools is the responsibility of the Headteacher/Principal. Monitoring of the policy and action plan will be undertaken by both the Local Academy Committee and the Trust.

Action plan

The action plan below sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Completion Date	Success criteria
Increase access to the curriculum for pupils with a disability. AIM: <i>Highly skilled teaching team attuned to the needs of all children and able to best adapt T and L to meet these. The school provides a learning environment enabling all to independently thrive, feeling visible, valued and inspired.</i>	Explain your school's approach here. Examples: - Our school offers a differentiated curriculum for all pupils - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - The curriculum is reviewed to ensure it meets the needs of all pupils - Assemblies have an ongoing link to protected characteristics and fundamental British Values - Regular monitoring and evaluation of the learning environment to ensure it best meets the need of the children - Full access to all curricular and extra-curricular activities is a core value - iPad provision supports increased personalization and curricular access	Long term: All teachers confidently adapt their teaching and learning to meet the needs of all children. All curriculum areas demonstrate full inclusivity – representative of all Short term: All individual targets for SEND are SMART, collaboratively written with teacher / TA / Parent / child, building on previous success. All staff appropriately trained in SEND and inclusion. Strategies for facilitating required adaptation clear and implemented Classrooms optimally organised to promote independence and participation for all	Delivery of ongoing CPD for Teaching and learning – pedagogy. <i>Walkthrus</i> used to develop shared practice and strategies for teaching and learning across the school. Subject Leaders audit their curriculum areas for inclusivity – adapt where required to be fully representative. Investigate use of Insight to track individual targets / SENDCo and central team monitor and evaluate individual targets. Audit teacher and TA skills / develop a programme of ongoing targeted CPD accordingly / PINs project Work with Behaviour Lead / SEMH Team / PINs project / Trust SEND team Ongoing monitoring and learning walks – utilise all stakeholders.	Head Head / DHT All Teachers SENDCo / Head / All teachers SENDCo / HT SENDCo / HT SENDCo	Ongoing throughout 2025-26 and beyond By Summer 2026 Audit– Summer 2026 INSIGHT - Aut 2026 Summer 2026 / from Aut 2026 Ongoing to address need Ongoing to address need	Teacher demonstrate confidence with the Pedagogy playback for the school Subject leaders can narrate their subject and how inclusivity is interwoven. IPMs SMART – measurable and reducing the GAP INSIGHT effectively used to track children and their offer Compliance with all required training / TAs specialisms developed All groups' needs being met and planned for – dynamic Class organisation allows optimal delivery and participation by all

Improve and maintain access to the physical environment AIM: <i>The school provides a learning environment enabling all to independently thrive, feeling visible, valued and inspired.</i>	The environment is adapted to the needs of pupils as required. This includes: - School wide wheelchair access - All school site development has enabled further accessibility features to be improved: <i>The reception area provides access to the wrap around care and Junior classrooms</i> <i>Development of the Elliot building's outdoor area changed to be on one level</i> - Corridor steps and steps around the site having heights of handrail – adapted in recent years for need. - The closest parking bays to the school entrance are reserved as disabled parking - A purpose build disabled toilet is at the school reception - Library shelves at wheelchair-accessible height - Resource provision is under constant review – H and S Lead and premises lead reviews provision annually, or when individual risk assessments are required - The environment is adapted to the needs of the pupils as required - Advice from external professionals is actively sought – including OT, vision and hearing advisors.	Long-term objectives: Awareness of Needs: The school actively identifies and remains aware of the access requirements of disabled pupils, staff, governors, parents/carers, and visitors. Inclusive Layout: The physical layout of the school is designed and maintained to ensure that all pupils can access every area of the school safely and independently. Short term objectives: Safe Evacuation: All disabled pupils have appropriate measures in place to ensure their safe evacuation during emergencies. Accessible Fire Exits: Every fire escape route is fully accessible and suitable for use by all members of the school community.	Develop tailored access plans for each disabled pupil, addressing their specific needs and ensuring full participation in school life. Review and update plans regularly in consultation with pupils, parents/carers, and relevant staff. Identify and respond to the access requirements of staff, governors, and parents/carers to ensure inclusivity across the whole school community. Provide reasonable adjustments and support measures as appropriate. Use structured questions, discussions, and feedback opportunities to understand the access needs of parents/carers. Incorporate findings into school planning and ensure that facilities and events are accessible to all. Ensure that the needs of disabled pupils, parents/carers, and visitors are fully considered in all future building works, refurbishments, or redesign projects, with accessibility embedded as a core design principle. Develop and implement a Personal Emergency Evacuation Plan (PEEP)	SENDCo / Premises manager	Ongoing to address need	All disabled pupils have up-to-date, tailored access plans developed and reviewed collaboratively with pupils, parents/carers, and staff, ensuring their full participation in school life.
				Head / School Office	Spring 2026	The school consistently identifies, records, and responds to the access needs of staff, governors, and parents/carers, providing appropriate adjustments so that all members of the community can participate fully and inclusively in school life.
				Head / School Office	Spring 2026	Parents and carers' access needs are consistently identified through consultation and fully incorporated into school planning, resulting in facilities and events that are accessible and inclusive for all.
				Head / LAC / Premises Manager	Ongoing to address need	All future building projects embed accessibility, meeting the needs of disabled pupils, parents/carers, and visitors.
						Every pupil with access or mobility difficulties has an up-to-date Personal Emergency Evacuation Plan

	• Sensory adaptations: <i>Sound clouds have been fitted in the hall, relevant classrooms, and the Study Sanctuary, creating a quiet learning/working space with reduced sensory demand. In addition, the school has established a new and developing Nurture Hub designed to promote access and support for neurodiverse children, providing a safe, inclusive environment tailored to their needs.</i>		for every pupil with identified access or mobility difficulties. Develop a system to ensure all staff are aware of their responsibilities. Make sure all areas of school can have wheelchair access. Maintain clear and unobstructed cloakroom areas where fire exits are located, ensuring safe and immediate evacuation routes are always accessible. Carry out regular visual checks of all egress routes to ensure they remain clear, unobstructed, and safe for emergency evacuation.	SENDCo / Premises manager Head and Premises Manager Premises manager	Ongoing to address need Ongoing to address need Ongoing to address need	(PEEP) in place, understood by staff and regularly reviewed, ensuring safe and supported evacuation during emergencies. All staff demonstrate awareness of their accessibility responsibilities through training, practice, and consistent application. Every area of the school is accessible to wheelchair users, with barriers removed or adapted. Cloakroom areas containing always remain clear and unobstructed, ensuring safe evacuation. Regular visual checks confirm that all egress routes are consistently clear, safe, and accessible for emergency use.
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Improve the delivery of information to pupils with a disability	This will include, planning to make written information that is normally provided by the school accessible to all pupil and adults. Examples might include handouts, letters and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to all pupils and families, we need to continually review current levels of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need. Personalised support is offered to parents where a need has been identified.	Ensure relevant accessible formats are available for students and families requiring adaptations – as required. Where available use assistive technology to improve information delivery for pupils. Ensure staff are aware of the needs of all stakeholders and provide relevant training to facilitate communication using accessible formats. Audit and adapt communication practices for increased clarity – survey families addressing quality of communication (annually). Where required and available utilise Collaboration with Specialists.	As required - provide information in multiple formats (large print, Braille, audio, simplified text, digital versions). Ensure classroom materials, homework, and notices are available in formats suited to individual pupils' needs. Where required use technology such as screen readers, voice-to-text software, and communication aids to support access. Ensure pupils are trained and confident in using assistive devices. Train staff to adapt communication methods for pupils with visual, hearing, or processing difficulties. Provide ongoing professional development on inclusive communication strategies. Consult pupils and parents/carers about preferred methods of receiving information. Regularly review and adapt approaches based on feedback. Use plain language and visual supports (symbols, diagrams, colour coding) to aid understanding. E.g. visual timetables	Head / SENDCo / Office Team / Class teachers Teachers SENDCo / teachers SENDCo / Head All	Ongoing	Information for pupils and families is consistently available in formats suited to individual needs (e.g., large print, audio, simplified text, digital). Where required, pupils have access to appropriate assistive technology and can use it confidently to access learning. All staff are trained to adapt communication methods and demonstrate awareness of stakeholder needs. Information is delivered using plain language, visual supports, and reinforced verbal instructions to aid understanding. Specialist advice and stakeholder feedback are regularly sought and incorporated, ensuring communication approaches
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			Ensure verbal instructions are reinforced with written or visual cues. Seek advice from external professionals (e.g., speech and language therapists, vision/hearing advisors) to tailor information delivery. Incorporate specialist recommendations into classroom practice	Teachers SENDCo SENDCo		remain effective and inclusive.
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