



LISKEARD SCHOOL & COMMUNITY COLLEGE (LSCC)

Accessibility Policy

Date	Version	Details
15/02/21	0.1	Initial draft – for review
02/03/21	0.2	LGC Feedback (jinitial)
09/03/21	0.2	Approved by LGC

Adopted Date: 09/03/2021

Review Date: Spring 2024

Annexes	Date	Title
A	15/02/21	Accessibility Plan (2021/22)

Contents

Introduction	2
Objectives.....	2

Introduction

This policy aims to set out LSCC intent and objectives as they pertain to Accessibility, incorporating a detailed Accessibility Plan, reviewed annually.

It is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on the guidance set out in 'Accessible School: Planning to Increase Access to Schools for Disabled Pupils'¹ and the direction set out by SMART Board.²

Disability is defined by the DDA as:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities' – this includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

Objectives

1. To ensure both LSCC admissions policy and its SEND policy are tested against, and are compliant with our Public Sector Equality Duty.
2. Ensure that governors and staff in the performance of their duties have regard to the Disability Rights Commission Code of Practice (2002).
3. To recognise and value parent/carer's knowledge of their child's disability and its effect on their ability to carry out normal activities.
4. To respect both parent/carer and child's right to confidentiality.
5. To provide a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles - and endorse the key principles of the National Curriculum by:
 - a. Set suitable learning challenges
 - b. Respond to students diverse learning needs
 - c. Overcome potential barriers to learning and assessment for individuals and groups of pupils

¹ Department for Education (DfE) Accessible Schools: Summary Guidance. Accessed 15/02/21 www.dfes.gov.uk/sen

² SMART (2019) Accessibility Policy. Accessed 15/02/21 <https://www.smart-trust.net/wp-content/uploads/2019/07/SMART-Accessibility-FINAL.pdf>

6. To annually review LSCC Accessibility Plan (Annex A) ensuring it addresses the physical environment of the site, relates to education and related activities and provides readily accessible information in a series of formats as required.

ANNEX A - ACCESSIBILITY PLAN (2021/22)

Author: CJ Pickles (Operations Manager) Reviewed By: LGC Mar 2021 Responsible: Alex Lingard (Headmaster)

1. This Accessibility Plan will be regularly reviewed throughout the year. It aims to capture the general principles applied to the site and the approach to student learning provision. In addition to this plan, each student/staff member will have a supporting accessibility plan included within their individual learning plan and/or risk assessment (as required on a needs basis).
2. **Education & related activities** – LSCC will continue to seek and follow the advice of LA services i.e. specialist teaching advisors, SEN inspectors/advisors, health professionals from local NHS support services.
3. **Physical Environment** – LSCC will take account of all the needs of students, staff and visitors when planning and undertaking future improvements and refurbishments of the site and premises – such as improved access, lighting, acoustic treatment, colour schemes, fixtures, fittings and furniture.
4. **Provision of Information** – LSCC will liaise with the LA and SMART CBU for the provision of information in alternative formats where required or requested.

Specific Objectives	Action	When	Budget/Cost Impact	Monitoring & Reporting	Student Impact	Comments
Education & Related Activities						
Prevent any student being denied access to the curriculum due to learning difficulties	<ul style="list-style-type: none"> • Ensure ongoing staff currency with student individual needs • Ensure liaison with therapists to meet OT/SALT needs 	As required	LIS4010	WAB/ALL	Low	Cost of some therapies outside scope of LSCC budget (sensory provision) and nil provision from central funding i.e. ARC lighting

Develop further links to external agency	<ul style="list-style-type: none"> • Links to schools, community projects, music, agencies 	Ongoing	Transport Time	WAB/ALL	Moderate	This is ongoing with provision in-flight such as Forest School/Pioneers
Enable student accessibility to trips/residential	<ul style="list-style-type: none"> • Trips to be planned to enable full participations 	<i>On hold – CV19</i>	As part of trip budget costing	Staff/LT	Low	
Physical Environment						
Bi-annual external audit	<ul style="list-style-type: none"> • Commission of external specialists to review adequacy of school site 	2022	To be costed and incorporated	ALL/CHP/LT	Moderate	Critical to have an expert external review and report to capture best practice and identify areas of change
Transportation	<ul style="list-style-type: none"> • LSCC to liaise with TCS regularly to ensure suitability of external arrangements • School minibuses DA (and maintained) 	Ongoing	CC support ext transportation LIS4125	CHP/ALL	Moderate	
Full site access – no student to prevented access to education facilities	<ul style="list-style-type: none"> • Ramps, lifts and other mechanisms installed and available to 	Ongoing		CHP/ALL	Low	Toilet provision is incorporated into design adaptation – limited site facility to make additional

	<p>ensure full site access</p> <ul style="list-style-type: none"> • Fixtures and fittings adapted on needs basis to allow full participation 					adaptions if surge requirement
Signage and flow appropriate	<ul style="list-style-type: none"> • Internal action to improve existing signage 	Ongoing	Nil allowance – OM and FM to source	CHP/ALL	Low	
Access to Information						
Ensure all parents/carers can access information	<ul style="list-style-type: none"> • Website posting of key information • Email/text to parents/carers • Postage of hard copy material where internet access limited • Liaison with CC for parents/carers who needs information in alternate formats (i.e. braille) 	Ongoing		DC/CHP/ALL	Moderate	Signposting to parents/carers regards free technology lessons to be considered
Ensure all students can access	<ul style="list-style-type: none"> • Additional CIS resources allocated to 	Ongoing		CHP/ME/ALL	Low	DfE funding and charity has significantly raised the CIS footprint

teaching resources	<p>students where identified</p> <ul style="list-style-type: none"> • Liaison with CC where additional specialist resource required 					<p>at LSCC due to CV19</p> <p>Decision to be made post- lockdown regards allocation of resources</p>
-----------------------	--	--	--	--	--	--