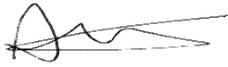# VOYAGE LEARNING CAMPUS

ACCESSIBILITY PLAN

This policy has been adopted by the Management Committee on:	
Date adopted:	September 26th 2019
Signed:	
Next review due:	September 26th 2022

Voyage Learning Campus
Accessibility Plan

1. 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. This plan furthers the aims of our Vison Statement by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 his 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.

Schools 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.

VLC Accessibility Plan

This action plan 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	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	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.	Ensure quality first teaching strategies are in place to support pupils with a disability access the curriculum successfully Ensure appropriate access arrangements (including resources) are in place for all students Curriculum review to look at skills and competencies students need to develop during their time at the VLC	Lesson observations and learning walks Student Voice Exam Access arrangement assessments to be completed for identified students Curriculum review (as part of 2019-20 development plan)	SENCO Principal	December 2020 Sept 2020 with ongoing review	Students report they feel supported to access learning successfully in lessons Learning walks/lesson observations note successful strategies use to support SEND learners New curriculum offer in place across the school which develops students' skills and competencies for learning
Improve and maintain access to the physical environment	The school environment is adapted to the needs of pupils as required. This includes: • Ramps	Maintain the quality of the school sites and access routes. Ensure a range of accessibility equipment	Accessibility included in site inspections which are undertaken 3 times a year Accessibility equipment Audit for each site to	SOM SOM	Sept 2019 Sept 2020	Site inspections will include accessibility with any actions required followed up An Accessibility Equipment Log will be

	• Corridor width • Door width • Disabled parking • Disabled toilets and changing facilities	is available across the school where necessary.	establish areas for improvement			in place with staff aware of equipment available
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Accessible information on School Website • Information provided at point of admission Training for all staff so that student needs are understood and that appropriate adjustments can be made where necessary.	Ensure resources are made available to staff in order to support students. Ensure school signage is appropriate Ensure Website meets the Web Content Accessibility Guidelines.	School Audit on information available to staff to support communication to students Accessibility included in site inspections which are undertaken 3 times a year Review Website	SOM/HOCs SOM DR	Sept 2020 Sept 2019 Sep 2020	Staff will be aware of accessibility resources and Students feel supported to access learning successfully in lessons Site inspections will include accessibility with any actions required followed up Website will meet the Web Content Accessibility Guidelines including an accessibility page that explains how accessible the site is,

4.   VLC Vision and values

- We believe that all children and young people have the right to be healthy, happy and safe; to be well cared for, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

5.   VLC Strategy

- VLC will ensure accessibility is addressed within its School action plan.
- Create access plan for individual disabled pupils as part of the IEP process when and where necessary.
- Undertake confidential survey of pupils to ascertain access needs and make sure they are met.
- Improve signage and external access for visually impaired people.
- Ensure that all disabled pupils can be safely evacuated.
- Make entry to the Campus sites more accessible for wheelchair users and others.
- Ensure all staff have access to specific training on disability equality issues.
- Review information to parents / carers to ensure it is accessible.
- Consult with parents / carers and pupils about access to information and preferred formats in all reviews.
- Develop strategies to meet needs.
- Heighten awareness of teaching and teaching assistant staff in relation to strategies and procedures employed by speech therapists for pupils with speech, language and communication difficulties (slcd).

6.   Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Management Committee.

7.   Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy