

# VOYAGE LEARNING CAMPUS



Voyage  
Learning  
Campus

## ACCESSIBILITY PLAN

This policy has been adopted by the Management Committee on:

Date adopted:

6<sup>th</sup> October 2022

Signed:

A handwritten signature in black ink, appearing to read 'K. W. Hingston'.

Next review due:

October 2025

# 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.

Our vision is to enable all of our students to achieve more than they believe is possible and to develop the skills needed to have choices to lead active, fulfilling lives and this means being fully inclusive of all our disabled students. We continue to develop our curriculum and improve on all aspects of the physical environment of the school site and other resources to allow them to be able to 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.

We have included a range of stakeholders in the development of this accessibility plan, including members of the Management Committee.

## 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.



<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Door width</li> <li>• Disabled parking</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Maintain the quality of the school sites and access routes.</p> <p>Ensure a range of accessibility equipment is available across the school where necessary.</p>	<p>Accessibility included in site inspections which are undertaken 3 times a year</p> <p>Accessibility equipment Audit for each site to establish areas for improvement</p>	<p>SOM</p> <p>SOM</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Site inspections will include accessibility with any actions required followed up</p> <p>An Accessibility Equipment Log will be in place with staff aware of equipment available</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Accessible information on School Website</li> <li>• Information provided at point of admission</li> </ul> <p>Training for all staff so that student needs are understood and that appropriate adjustments can be made where necessary.</p>	<p>Ensure resources are made available to staff in order to support students.</p> <p>Ensure school signage is appropriate</p> <p>Ensure Website meets the Web Content Accessibility Guidelines.</p>	<p>School Audit on information available to staff to support communication to students</p> <p>Accessibility included in site inspections which are undertaken 3 times a year</p> <p>Regular review of website</p>	<p>SENCO/SOM/HOCs</p> <p>SOM</p> <p>DR</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff will be aware of accessibility resources and students feel supported to access learning successfully in lessons</p> <p>Site inspections will include accessibility with any actions required followed up</p> <p>Website will meet the Web Content Accessibility Guidelines including an accessibility page that explains how accessible the site is,</p>

#### **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.