



Trenance
Learning Academy



Accessibility Plan

Version Number	V2
Date Adopted by Governors	October 2025
Scheduled Review Date	October 2028
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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01637 303106 or email info@kernowlearning.co.uk.

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Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	9
5. Links with other policies	9
6. Accessibility Audit	9



1. Aims

The Disability Access Plan addresses and recognises the requirements of the Equality Act 2010 (Disability Discrimination Act (DDA) 1995 AND 2005). The plan identifies work required in order to give all disabled users access to all parts of the building and includes recommendations for required remedial actions, ongoing monitoring and control measures that illustrate good practice in terms of meeting the needs of disabled people.

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.

We are 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 maintaining a culture of awareness, tolerance, inclusion and a neuro-affirming environment.

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.

This Accessibility Plan had been drawn up in consultation with all relevant stakeholders including the Local Authority, pupils, parents, staff and Trustees of the Academy and initially covered the period from Jan 2017 – Jan 2020. It is reviewed every three years.

The school supports any available partnerships to develop and implement the plan.

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.

This policy complies with our funding agreement and articles of association.



3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure equality of access to the curriculum for pupils with a disability	All the teachers in Trenance Learning Academy are teachers of children with Special Educational Needs & Disabilities. As such, Trenance Learning Academy adopts a 'whole school approach' to special educational needs & disabilities, which involves all the staff adhering to a model of good practice. The National Curriculum will be delivered to all pupils, with appropriate scaffolding and ensuring learning is meaningful for all pupils. Where pupils have special educational needs & disabilities a graduated	Continuing CPD for all subject leads and teachers on adapting all facets of the curriculum including planning for all trips/outings to ensure access and participating for all. Ensuring challenges in and communication and comprehension are minimised through proactive teaching	On-going audit of teachers training needs in their understanding of a range of SEND and particular needs in each class Referrals and advice sought from appropriate external agencies for supplementary staff training wherever required.	SLT SENCO	January 2026	All pupils achieve their potential and are fully included in school life. Pupils who have any challenges in communication, interaction, cognition and learning. social, emotional mental health and any physical disability are still able to demonstrate their knowledge and understanding at their learning level



	response will be adopted. The curriculum will be appropriately adapted to meet the needs of all pupils with disabilities with additional and different provision applied as appropriate whilst ensuring all children access the enriched curriculum. The curriculum is reviewed on a termly basis to ensure it meets the needs of all pupils.	and intervention. Ensuring any challenges in these areas does not inhibit access to the curriculum or inclusion in any Academy activity. Assess appropriateness of alternative, augmentative technology for pupils working towards developing their verbal/written skills Identification of age appropriate 'talk to text' technology for those pupils who continue to work towards producing written work.				in all areas of the curriculum. All teachers' practice in delivering an adapted and appropriate curriculum to meet the needs of all pupils in their class. This is always judged as at least good, if not outstanding.
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Improve and maintain access to the physical environment	The Academy constantly strives to improve the accessibility of the physical environment that will be adapted to the needs of the current pupils. This includes: • Ramps for pupils with mobility issues • Playground aids for pupils with VI • Adaptations to classrooms physical environment for pupils with a range of additional needs e.g. blackout blinds, sensory equipment to meet fine and gross motor needs as well as sensory integration support. • Liaising with the OT and Physio Service to ensure pupils with mobility/sensory needs have access to appropriate seating and other aids throughout the school day and at relevant after school clubs • Provision of a quiet space for pupils requiring time out of the classroom • Disabled parking bays	Assessing appropriateness of disabled toileting and shower facilities Assess need for induction loops though out the Academy. Checking acoustic qualities of classrooms and all learning spaces. Survey of all doors to ensure accessibility to teaching spaces. Review of visual aids in all areas of the Academy. Review of car park facilities and numbers of parents requiring a disabled car space & visitors to the school Check provision and equipment of alternative to quiet	Hygiene room, additional shower, washing machine and tumble dryer in place. Continue to ensure Head/SENCO to liaise with Estates Manager for physical environment assessment and updating of visual aids in playground	SLT SENCO Estates Manager	January 2026	Pupils can be toileted, washed in an accessible room which is maintained at a high standard. Pupils' clothes can be washed and dried during the school day. All pupils with physical/sensory impairments are able to access all external areas safely. Pupils with hearing impairments are able to access learning in all internal areas of the school. Pupils requiring a respite space are able to do so
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		space i.e. tents/temporary dens etc. for pupils requiring respite space					throughout the school day.
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Improve the delivery of information to pupils with a disability	The Academy uses a comprehensive range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Use of IT and alternative communication methods • Pictorial or symbolic representations • Providing communication in families' home languages and providing translators where requested for parent consultations	Ensuring consistency and updating of signage and visual symbols throughout the school setting. All curriculum resources are available in formats for visually impaired pupils including access to IT programs.	Audit of all visual representation and signage throughout the school. Review of all provision for pupils with a hearing impairment and considerable of whether additional equipment is required. Review all current Academy publications and promote the availability in different formats for those that require it.	SLT SENCO IT manager	Jul 2025	The Academy provides newsletters and other communications in all requested formats, including home languages where requested and translators for parents' consultations
Staffroom space and work areas for staff Staff wellbeing	The Academy prioritises staff wellbeing and welfare by ensuring all staff have free access to the Schools Advisory Service (SAS) which provides a range of health, wellbeing and counseling services. The Academy provides staff with a comfortable staff room (updated 2019) and ensures a	Mindfulness of personal circumstances of all members of staff and ensuring all are aware of the full range of services made available by SAS.	All staff to be made aware of full range of SAS services. All workload and classroom concerns to be dealt with effectively and with sensitivity by SLT.	SLT DSL Estates Manager	Ongoing	Staff are using SAS service in greater numbers as they become more aware of the services offered. Staff satisfaction is high though surveys indicating



	workspace for each year group for PPA.	Emphasis on reducing staff workload and any other additional pressures. Maintaining staff leisure and work spaces to a high standard.	Reorganisation and redecoration of work spaces and staffroom as required			the prioritisation of all aspects of staff well-being is effective. Continue to monitor staff wellbeing to ensure high levels of satisfaction.
Signposting families without internet access	The Academy continues to provide all newsletters and important communications on paper for all families requiring this and maintain good awareness of families that are likely to be vulnerable, providing additional check ins with families. All visits and class events are always displayed in classrooms.	To ensure that all stakeholders are properly informed and receive all communication. To support families without access to the internet or challenges with accessing appropriate forms through forging of trusting relationships and good parental engagement To provide access where required Provision of electronic aids if	Ensure all communications are also available on paper to all families who require this. Ensure the Academy has access to sufficient laptops so they are able to provide these for any pupils who are required to access remote learning and do not have appropriate technology to do so.	SLT IT Lead	Ongoing	Parental surveys indicate high levels of satisfaction with Academy policy and general support for engagement as well as individualized support where requested.



Signposting to other services	The SENDCo, Family Pastoral Lead and Reception staff support families by researching additional sources of support and information as required.	remote learning is required.	To continue to improve our service to families and foster engagement in the wider community	SENCO Pastoral Lead		
The Academy website is compliant and up-to-date	The website is fulfilling the statutory role of information sharing. The website is a one stop portal for news, information, policies and procedures for the Academy	To continue to support families in a holistic approach in the community in which they live	To ensure website is compliant at all times. All new and updated policies and procedures to be uploaded to the website. Ensuring uniformity across the Trust	SLT	Ongoing	The website is reviewed on a regular basis and is consistent with statutory and Trust policy



4. 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 Local Advisory Board and the Head of School/Executive Headteacher.

5. Links with other policies

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

- Equality and diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- SEN Information Report
- Academy Improvement Plan
- Asset Management Plan
- Academy Prospectus and Mission Statement
- Curriculum documents

6. Accessibility Audit

The Accessibility audit is carried out in conjunction with the annual Health and Safety Audit, including all objectives within this Accessibility Plan.

A complete Accessibility audit of all schools within the MAT was undertaken during the last 3 years.



APPENDIX A – 1 of 9

Access Check List for Trenance Learning Academy – October 2025

Approach and Car Parking

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building within convenient distance of a public highway?	X		
2	Is the building within convenient distance of public transport?	X		
3	Is the building within convenient distance of car parking?	X		
4	Is the route clearly marked/found?	X		
5	Is the route free of kerbs?	X		
6	Is the surface smooth and slip resistant?	X		Two entry points – the side entrance is slip resistant.
7	Is the route wide enough?	X		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	X		
9	Is it adequately lit?	X		
10	Is it identified by visual, audible and tactile information?			
11	Is there car parking for people with reduced mobility?	X		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	X		
13	Is the car parking as near the entrance as possible?	X		
14	Is the car parking suitably surfaced?	X		
15	Is the route to the building kept free of snow, ice and fallen leaves?	X		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	X		



APPENDIX A – 2 of 9

Access Check List for Trenance Learning Academy – October 2025

Routes and external level change including ramps and steps

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	X		
2	Is it wide enough and suitably graded?	X		
3	Is the surface slip resistant?	X		
4	Are there kerbs and are there edges protected to prevent accidents?	X		
5	Are there handrails to one or both sides?	X		
6	Are there (alternative) steps & ramp	X		
7	Identified by visual/tactile information?	X		
8	Are there handrails to one or both sides?	X		
9	Are ramps and steps adequately lit?	X		
10	Are treads and risers consistent in depth and height?	X		



APPENDIX A – 3 of 9

Access Check List for Trenance Learning Academy – September 2025

Entrances – including Reception

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action
1	Is the door clearly distinguishable from the façade?	X		
2	If glass, is it visible when closed?	X		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	X		
4	Does it have a level or flush threshold, and a recessed Matwell?	X		
5	Is there visibility through the doorway from both sides at standing and seated levels?	X		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	X		
7	Can the door furniture be used at both standing and seated height?	X		
8	Can it be easily grasped and operated?	X		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	X		
10	If the door is power-operated does it have visual and tactile information?	X		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	X		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	X		
13	Do lobby layouts enable all users to clear one door before going through the next?	X		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	X		
15	Does the lighting installation take account of the needs of visually disabled people?	X		
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	X		



17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	X		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	X		
19	Is it fitted with an induction loop?		X	N/A at this time, would be added if necessary
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	X		Floor Plan



APPENDIX A – 4 of 9 Access Check List for Trenance Learning Academy – September 2025

Horizontal Movement and Assembly

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	X		
2	Is each corridor etc. free from obstruction to wheelchair users and from hazards to people with impaired vision?	X		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	X		
4	Is turning space available for wheelchair users?	X		
5	Do natural and artificial lighting avoid glare and silhouetting?	X		
6	Are there visual clues for orientation?	X		
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	X		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	X		
9	Are there tactile signs and information for those with impaired vision?		X	N/A at this time, would be added if necessary
10	Is the maintenance of these items checked regularly?		N/A	N/A at this time, would be added if necessary
11	Is lighting designed to meet a wide range of needs?	X		
12	Is sufficient circulation space allowed for wheelchair users?	X		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	X		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	X		
15	Are all areas for assembly/meeting equipped with an induction loop system?		X	N/A at this time, would be added if necessary



APPENDIX A – 5 of 9

Access Check List for Trenance Learning Academy – October 2025

Doors

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	X		
2	If glass, are they visible when shut?	X		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	X		
4	Does the clear opening width permit wheelchair access	X		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	X		
6	Is any door furniture/handle at a height for standing/sitting use?	X		
7	Are door/handles clearly distinguished?	X		
8	Can the door furniture/handles be easily operated/grasped?	X		
9	If door closers/mechanisms are fitted, do they provide the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?	X X X X		
10	Is door/mechanism function checked regularly?	X		



APPENDIX A – 6 of 9

Access Check List for **Trenance Learning** Academy – **October 2025**

Lavatories

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action
1	Is WC provision made for people with disabilities?	X		
2	Do all lavatory areas have slip-resistant floors?	X		
3	Are all fittings readily distinguishable from their background?	X		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	X		
6	Is provision made for wheelchair users in disabled toilets?	X		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	X		
8	Is the location clearly signed?	X		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	X		
10	Are the door fittings/locks and light switches easily reached and operated?	X		
11	Is there an emergency call system and is someone designated to respond?	X		In accessible toilet
12	Can the emergency call system be operated from floor level?	X		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	X		
14	Are the fittings arranged to facilitate these manoeuvres	X		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	X		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	X		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	X		
18	Is the manoeuvring area free of obstruction, eg boxed in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc. and is any difficulty caused by the activity of service contractors?	X		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	X		



APPENDIX A – 7 of 9 Access Check List for Trenance Learning Academy – September 2025

Fixtures and Fittings

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action point
1	Is any server/counter accessible to all users, including those with hearing impairments?	X		
2	Is it possible for people with disabilities to serve as volunteers?	X		
3	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	X		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	X		
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?	X		
6	Are all relevant locations clearly signed?	X		



APPENDIX A – 8 of 9

Access Check List for Trenance Learning Academy – September 2025

Information

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action point
1	Is the building equipped to provide hearing assistance?		X	N/A at this time, would be added if necessary
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	X		
3	Are there large-print versions of information about the building/activities available?		X	N/A at this time, would be added if necessary
4	Is there braille information available for people with visual disabilities?		X	N/A at this time, would be added if necessary



APPENDIX A – 9 of 9

Access Check List for Falmouth Primary Academy – September 2025

Means of Escape

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action point
1	Is there a visible as well as audible fire alarm system?	X		
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	X		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	X		
4	Is the evacuation strategy checked regularly for its effectiveness?	X		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	X		
6	Are all fire warning devices and detectors checked routinely and regularly	X		