TRURO SCHOOL

PREP AND SENIOR SCHOOL

Accessibility Plan

A copy of this policy is published in the following areas: The school's website
Reviewed: December 2024
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Created by: Operations Manager
Reviewed by: Chief Operating Officer

Accessibility Plan (Incorporating Equality Policy)

For Truro School (Including Prep and Pre-Prep Schools)

A copy of this policy is published in the following area:
The School's Website

Date reviewed: December 2024
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Reviewed by: Charles Fraser, Operations Manager

1. Related Truro School and Truro School Prep Policies

This Accessibility Plan should be read in conjunction with:

- Admissions Policy
- SEND Learning Support Policy
- Behaviour, Rewards and Sanctions Policy
- Anti-Bullying Policy
- Prep School Behaviour Policy
- Prep School Anti-Bullying Policy
- Access Survey

2. Introduction

2.1 Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

2.2 The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every three years and approved by the Governing Body.

2.3 Truro School and Truro School Prep is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2.4 The Truro School and Truro School Prep Accessibility Plan along with the school's policies outlined above ensure that both schools are socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. The update of this plan took into consideration the recommendations made in the access survey which took place in August 2021 and should be read in conjunction with the Access Survey Report. The

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Schools special educational needs policies outline the provision that the schools have in place to support pupils with special educational needs and disabilities (SEND), and the publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the schools, and access to information are particular to students with SEND, and this Accessibility Plan provides an outline of how the schools will manage this part of the SEND provision.

2.5 Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision will be clearly identified and used effectively, to the full benefit of the pupil's development. With reference to SEND Truro School and Truro School Prep conducted an audit of access to buildings and facilities and developed an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan both schools aim to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

2.6 Pupils with SEND will be given access to the curriculum supported by the schools specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

2.7 The school curriculum is regularly reviewed by the Head and Head of Prep to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

2.8 It is the aim of both Schools to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The schools do this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff will be kept up to date with teaching methods that will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- (Prep) Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- (TS) Ensure all pupils are able to access a full curriculum through Quality First Teaching and adaptive teaching strategies.
- Making sure that individual or group tuition is available as appropriate
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- Listening to pupils' views and taking them into account in all aspects of school life.

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2.9 The school has some of the following adaptations in place to meet sensory and physical needs. Those not yet present will be considered if there is a need, as appropriate:

- Appropriate seating, acoustic conditioning and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Provision of tactile and kinesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture,
- Regular and frequent access to specialist support

2.10 The Schools will make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all pupils are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

Building and grounds:

- Audio-visual fire alarms
- Assistance with guiding

Teaching and learning:

- A piece of equipment
- An electronic or manual note-taking service

Methods of communication:

- A piece of equipment
- Induction loop or infrared broadcast system
- Videophones

3. Ethos and Aims

3.1 Truro School and Truro School Prep aim to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

3.2 We have an admissions policy and criteria (available to view on our website) which seeks to remove barriers to entry to our school for pupils with disabilities/ individual needs. We strive to be a fully inclusive and welcoming school. Our ambition is to be a community of inclusion and excellence delivering the best educational journey in the South West and we value our pupils in the diversity of their identities, beliefs, abilities, talents, interests, backgrounds and needs.

3.3 We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which pupils disabilities/ individual needs are able to take advantage of education and associated services offered by the school.

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3.4 We provide written information to pupils with disabilities/ individual needs in ways that are user-friendly and fully support the pupils in their learning experience.

3.5 Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

4. Equality Policy

4.1 **Rationale.** Truro School or Truro School Prep may be the parental choice of future schooling for their child who has disabilities/ individual needs. This plan ensures that, under the remit of the Equality Act 2010, provision will be made for all School pupils with disabilities/ individual needs and it will ensure that they are not discriminated against. The need for specialist support and educational provision will be clearly identified and used effectively to the full benefit of the pupil's development. In formulating our provision for pupils, we have due regard for the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015) which also includes guidance from the Children and Families Act (2014).

4.2 This policy is designed to meet the following legislative requirement on special educational needs and disability:

Equality Act 2010 Schedule 10	Description
3.2 (a)	Increasing the extent to which disabled pupils can participate in the school's curriculum
3.2 (b)	Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School
3.2 (c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

4.3 **Purpose**

- To ensure that all pupils receive their entitlement to a broad, balanced and relevant curriculum
- To ensure that provision for pupils disabilities/ individual needs is considered with the curriculum planning and that their strengths and successes are recognised and recorded, encouraging progress and a positive self-image.
- To ensure that staff accept responsibility for the planning, organisation and delivery of appropriate educational material to be made accessible to a child disabilities/ individual needs.
- To ensure the protection of a child from any victimisation or prejudice.

4.4 **Guidelines**. Admission to Truro School and Truro School Prep depends upon the prospective pupil meeting the academic criteria to ensure they will thrive at either School. The Schools must also feel reasonably sure that it will be able to educate and develop the

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prospective pupil to the best of their potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful School career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the pupil's time in the school.

4.5 The Schools policy is to apply these criteria to all pupils and potential pupils regardless of any disabilities/ individual needs of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of their disability.

5. Context

5.1 All our pupils, including any with medical disabilities, are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips). We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disabilities/ individual needs they might have. Truro School job application forms ask applicants to outline any reasonable adjustments that could be made to assist them during the selection process, for example, if invited for interview would they need any particular arrangements. If any information is provided, the School's Director of Human Resources speaks with them prior to the interview day to discuss their needs and make adjustments as necessary. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Truro School and Truro Prep School. Staff are not required to disclose whether they have a disability/additional need, information is provided to the School's Director of Human Resources via Occupational Health screening or welfare meetings.

5.2 Pupils with Individual Learning Plans (ILP) are monitored and reviewed as detailed in the SEND and Learning Support Policy

5.3 The Schools Senior Leadership Teams, TSLT and PSLT, have carefully considered the School's Accessibility Plan and regularly monitor the success of the plan.

6. Action Plan

6.1 **Admissions.** The TSLT/PSLT regularly reviews the School's admissions literature, policy, examinations and procedures to allow the Schools to gather details of the nature and effect of any disability so as to enable it to consider any adjustments it might need to make in line with the Equality Act 2010.

6.2 The TSLT/PSLT is mindful of the need to make the Schools web-sites user friendly for all user groups and that information available on the web-site is as accessible as possible.

6.3 **Widening Access to the Curriculum**. The TSLT/PSLT regularly monitors the Schools approach to delivering the curriculum to pupils disabilities/ individual needs and will take steps to ensure that no pupils are disadvantaged through barriers to learning or inappropriate teaching styles. The following initiatives are in place:

- The Schools will continue to consider the accessibility of the curriculum to pupils disabilities/ individual needs calling on qualified support as appropriate
- School staff will report on whether their classrooms are optimally organised for pupils with disabilities/ individual needs.

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- Heads of Departments / Subject Coordinators will be required to consider with their departments/ subject areas whether the teaching styles used are sufficiently responsive to pupil diversity. This will be referred to annually in the departmental self-evaluation process
- Staff in charge of extra-curricular activities will consider how to improve participation by disabled pupils
- Systems will continue to be reviewed to ensure that all applicants have equal opportunities in the entrance examinations
- Systems will continue to be reviewed to ensure that any disabilities are taken into consideration in the selection process
- Heads of Department / Subject Coordinators will liaise and consult with the Schools' Heads of Learning Support both on the adaptions to teaching styles introduced and on monitoring systems to ensure that the changes are maintained.
- Additional INSET will be carefully considered by the School's Director of Studies/ Teaching and Learning Coordinator and implemented on an ongoing basis improving the delivery of information to disabled pupils.

6.4 **Welfare.** The TSLT/PSLT has considered the difficulties which might arise for specified types of disability and regularly reviews the Anti-Bullying, Anti-Racism and Learning Support (Truro School), SEND (Prep School) & EAL policies published on the School's website and School's intranet, and the communication of medical problems by the School's nursing staff, such as how they affect disabled pupils.

6.5 The TSLT/PSLT has considered the existing machinery in the School for ensuring observance of the Equality Policy and through the existing appointment of a dedicated Learning Support Team will monitor the ongoing awareness and observance of the policy.

6.6 **Physical Lay-out of the School Facilities.** As both Schools have evolved over many years there are great differences in provision for the disabled. The older buildings are not well designed for disabilities/ individual needs. but the more modern building projects are compliant with building regulations and are accessible. It is not reasonable to bring all buildings up to Part M standards.

6.7 The TSLT/PSLT has considered both schools and identified the following:

- The Truro School site is heavily sloping, has many steps and only a few ramps. Many buildings present varying degrees of inaccessibility as they have been built on several levels and not designed with disabled access as a priority. There are accessible toilets in the Main Building, Sir Ben Ainslie Sports Centre, Burrell Theatre, 6th Form Café and Cookery School. There is an ambulant toilet in the Swimming Pool.
- In the Prep School, Treliske House (Grade 2 listed) has steps for access to all points of entry/exit and a ramp is available. All other buildings have level floor access. There is an accessible toilet in Pre-prep, the Millennium Building and Lovett Hall.
- As School developments are addressed, accessible toilet facilities will be included and improved access to existing buildings will be considered.

6.8 Since the last review the School has made a number of reasonable adjustments to improve access across the site for those with physical disabilities. For example, visible 'nosings' have been installed on steps around the site.

6.9 **Access Survey.** An Access Survey of both Schools was undertaken in August 2021 as a result of which the Accessibility Action Plan has been reviewed and updated. Implementation of

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the actions identified in the survey will be reviewed by the TSLT/PSLT on a regular basis. The full Access Survey of Truro School and Truro School Prep is held by the Operations Manager and Prep Support Services Manager respectively.

6.10 **Action Plan.** The action plan generated from internal investigations and the Access Survey is held by the Operations Manager and Prep Support Services Manager respectively.

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