Accessibility action plan Launceston College June 20205

This section asks questions about the school's accessibility action plan and any changes implemented since its last audit. Where you have indicated 'no' to a suggested action/measure, you may wish to explain your reasoning in the comments section.

Question	Comments	Evidenced by
What changes to accessibility have schools made since creating its most recent accessibility plan?	Continued improvement of facilities, including recent upgrades to lift, bidet toilets, improved ramps and accessibility around the site including automated doors, ramps, new railings and an upgrade to LED lighting across the site	Upgraded, improved facilities
If any changes outlined in the accessibility plan have been denied or rejected, why is this?	N/A	
How do schools keep to the recommended timeframes outlined in its accessibility plan?	Regular interaction between relevant staff and planned programs of improvement.	Upgraded, improved facilities.
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?	N/A	

Access to the curriculum

Question	Comments	Evidenced by
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?	All staff are provided training around the teaching fundamentals, which are evidence based and support students with SEND. Lesson visits, daily CPD and speedback ensure high quality teaching and learning across lessons consistently Some lessons, particularly within the ARB are differentiated to reflect the needs of the learner as stipulated in their EHCP.	Lesson visits and speedback Daily CPD and INSET day training ARB student EHCP's / review paperwork. Attainment data Teaching fundamental document Provision overview for students with SEND document
How do schools ensure that all pupils have access to extra-curricular activities?	All students are invited to attend the full range of extr-acurricular activities on offer. Staff are allocated to support these opportunities where needed in line with EHCP provision	SEND/ARB student attendance at after school clubs / performance academies, residentials, jubilee training/ activities week.
How do schools make sure all pupils with SEND are able to participate in trips and activities?	Students with EHCPs who require additional adult support on trips are supported by LSAs, this is also the case for opportunities such as work experience. If SEND pupils are PP then these activities are supported through PP	EV forms with staffing Work experience paperwork

	All ARB/SEND students are invited to attend trips /activities. Reasonable adjustments made to ensure equal access e.g 1-1 staff support; alternative travel arrangements	
Do schools have a compliant admissions policy in place which offers fair and equal access to all pupils?	Yes	Admissions policy
How do schools enable all pupils to have access to the full curriculum without hindrance?	All staff are provided training around the teaching fundamentals, which are evidence based and support students with additional needs. Reading intervention programmes Annual and interim reviews held for students with EHCPs to seek specialist arrangements when appropriate The ARB meets the provisional requirements as set out in the learners EHCP; this ensures they can access a rich and varied curriculum to the full.	Lesson visits and speedback Daily CPD and INSET day training ARB student EHCP's / review paperwork. Attainment data - including reading age data and from monitoring and tracking progress Teaching fundamental document Provision overview for students with SEND document ARB timetable / ARB progress and attainment
What have schools put in place so that all pupils feel secure, make progress and reach their full potential?	All staff are provided training around the teaching fundamentals, which are evidence based and support students with additional needs.	Lesson visits and speedback Daily CPD and INSET day training Attendance and behaviour data

	Clear routines and expectations in place - taught and revisited through the character curriculum ARB key worker system/key workers and mentors within the mainstream school Attendance procedures and support Clear transition procedures, including enhanced transition for those students in the ARB and SEND students within the mainstream school. Close partnership with parents Support and High Support space SUpported break time areas	Policies on the College website Respond and Attend strategies
How do schools make sure pupils with SEND can participate in physical activities in the curriculum?	LSA support where required in line with EHCP provision If students need an adapted PE curriculum this has been provided - for example physiotherapy activities ARB links with County provision such as table cricket . table football . ARB - access to East Cornwall School Games.	Student timetables EHCPs and reviews Attendance at East Cornwall Games

How do schools make use of teaching assistants when supporting pupils with SEND?	EHCPs inform the timetabling of LSAs for 1:1 support and in class support LSA provide support with equipment, attendance and behaviour by making calls home and holding responsibility conversations with students. LSAs support with the APDR process - particularly around K reviews LSAs support the high support space providing targeted support for students in line with their Student Support Plan Individual LSAs have specific roles such as hearing support, autism champion for example ARB key worker system; HLTA – key stage leads. ARB staff undertake specific training to meet student needs e.g 1st aid, Team Teach, epilepsy awareness. ARB LSA's have full access to EHCP requirements and collect evidence to support progress in relation to outcomes.	EHCPs Timetable for LSAs High Support Lesson visits
How do schools include all pupils in group work and class work?	All staff are provided training around the teaching fundamentals, which are evidence based and support students with SEND. Turn and Talks are part of this Lesson visits, daily CPD and speedback ensure high quality teaching and learning across lessons consistently	Lesson visits and speedback Daily CPD and INSET day training Teaching fundamentals

How do schools ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?	All students within the mainstream school access a broad curriculum and have opportunities for extracurricular activities. The broad curriculum includes creative subjects - are part of the curriculum provision ARB rich and varied curriculum	Curriculum ARB curriculum intent / timetable
How do schools involve and support pupils with SEND when participating in discussions and giving presentations?	LSA support when appropriate Supportive seating Use of equipment such as radio aids Model and practice ARB students practice communication skills on a regular basis. They are also involved in peer assessment re presentation skills	Lesson visits and speedback Daily CPD and INSET day training Teaching fundamentals
How do schools ensure that pupils with SEND have access to online learning materials and IT lessons?	Through the College website and communication system Some students have access to Chrome books from the College to use at home and others to use in the classroom ARB have IT lessons timetabled - they also undertake IT qualifications .	College website ARB ICT attainment
How do schools train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?	Teaching staff assist in IT lessons. 1:1 support with SEND students to set up chrome books when needed	Access arrangements Homework data

What learning resources do schools provide for pupils with sensory impairments?	Use of Chrome books Use of resources that have been advised by health professionals ARB environment is designed for children with sensory impairments / SPD friendly. Resources are enlarged . Close work with sensory impairment teachers from CCC within the ARB and mainstream school Appropriate access arrangements are assessed and put in place by the access arrangements assessor New ARB garden planned for works July / August 2025	Reports from sensory service e,g, teacher of the deaf and the vision team Access arrangements EHCP provision eg enlarged font sizes etc
How do schools support pupils with disabilities that affect numeracy, literacy and speech?	Provision in line with EHCP Reading tests and intervention programmes Referrals and advice sought from Cognition and Learning Team, Communication Team, SALT and educational psychology team - advice and guidance implemented and reviewed through the APDR process ARB timetable - daily reading, progress made in relation to reading	Reading intervention groups Student support plans/EHCP reviews ARB resources

How are staff trained to meet the needs of all pupils?	All staff are provided training around the teaching fundamentals, which are evidence based and support students with SEND. Turn and Talks are part of this Lesson visits, daily CPD and speedback ensure high quality teaching and learning across lessons consistently	Lesson visits and speedback Daily CPD and INSET day training Specialist training (ARB) Abbot nurses, SALT and dietitian
How do schools ensure they communicate effectively with pupils and parents with sensory impairments?	Advice from sensory impairment advisory teachers is followed and incorporated into EHCP's Adapted resources/external agencies would be sought if required	Review meetings
How do schools seek feedback about accessibility from pupils, parents and staff?	Through the APDR process/Annual review process Direct communication with parents ARB parental questionnaires SEN parent forum	APDR - Student support plans

Access to the physical environment

Question	Comments	Evidenced by
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care, e.g. assistance with incontinence and the changing of clothing?	Appropriate facilities are in place to support students with additional needs, including hygiene rooms, changing rooms etc. Appropriate numbers of trained staff.	Hygiene rooms and changing facilities in the ARB Bidet toilets on mainstream school site in two locations
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive at their next lesson safely and on time?	Routes are clear and compliant. Timetables are considered. Trained staff assist where necessary. Access to lift passes	Lesson visits APDR student support plans Timetables

	ARB students avoid the corridors when busy ARB students with visual impairment and or sensory needs are supervised by an LSA when using the corridors to access other school facilities .	
How does the school make sure pupils with hearing impairments are notified when the school bell rings?	ARB Visual timetables ARB Hearing impairment training. Students are with their classes/within an allocated break space with duty staff to support and direct Adjustments to technology when appropriate	
How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?	Any additions/improvement work on the premises meets accessibility needs and regulations.	Ongoing review of all facilities.
How has the school made sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	Floor covering is reviewed and maintained Contrast colours use on steps - this will be upgraded in Summer 2025 All areas are accessible LED lighting upgrade across the site ARB garden upgrade due August 2025	Ongoing review of all facilities. Lighting upgrades (including ARB)
What measures are in place to ensure that pupils with language impairments or EAL understand signage on the premises?	Signage is reviewed regularly and upgraded appropriately.	Notes from meetings with interpreter

	EAL Co ordinator supports students and review support. Use of translator used to explain when needed	

Car park and school grounds

How does the school ensure carparks and access and egress routes are clearly identified?	Pedestrianised area and disabled parking clearly marked. Lan to improve over the Summer 2025	Improvements are implemented where necessary.
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?	Ongoing review and maintenance programme. All relevant resurfacing was carried out over the Easter 2025	Recent/planned upgrades.
How has the school made sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?	All routes are compliant. Regular H&S walks are undertaken with appropriate personnel. Improvements made to the site in Summer 2024 - advice taking from Occupational Health around access for one student	Any additions/improvement work on the premises meets accessibility needs and regulations.
How does the school keep access routes from being misused?	Appropriate levels of supervision and good communication. Safeguarding fencing is all around the college	All routes are clearly understood.

How does the school make sure access routes are free from obstructions?	Staff are encouraged to report any issues to the site team.	Good Communication.
How does the school make sure that access routes are adequately lit?	Full LED upgrade across the site this academic year 2025	Service/maintenance records. Ongoing review of lighting.
How does the school keep access routes free from snow, ice, fallen leaves and litter?	Appropriately staffed site team. Planned and reactive programs of work.	

External ramps and steps

Question	Comments	Evidenced by
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?	Yes, all buildings are fully accessible and ramps are fixed	Any additions/improvement work on the premises meets accessibility needs and regulations e.g.upgrades that were made in Summer 2024
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	N/A	
Do the ramps have handrails on one side, both sides, or none?	Varies depending on the length/height of the ramp.	Ongoing reviews of the facilities.
If the school does not have handrails on its ramps, why is this?	N/A	

How does the school keep the surfaces of its ramps slip-resistant?	Regular planned and reactive maintenance.	Vigilance and good communication.
How does the school keep the ramps adequately lit?	LED upgrade across the site 2025	Ongoing review of lighting. Maintenance of existing lighting.
How does the school ensure the ramps are clearly identifiable?	All have handrails Staff are able to support	Ongoing review.
How does the school keep the ramps safe for use and in good working condition?	Regular planned and reactive maintenance.	

Entrances

Question	Comments	Evidenced by
How has the school made building entrances clearly distinguishable from the façade?	Clear and appropriate signage.	Regular reviews.
If any doors are made of glass, how has the school made them identifiable?	Glass is clearly demarcated with visual aids.	Regular reviews.
How has the school made sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	All entrances are kept free of obstacles and hazards and meets current accessibility regulations	Regular reviews of the facilities.

How has the school ensured that doors can be used at both seating and standing height?	All doors met regulations at the time of installation. Any replacement/upgrade doors will meet current regulations. Automatic doors installed in some areas of the school in Summer 2024	Regular reviews of the facilities. Automatic doors
How has the school made sure that all door handles can be grasped and operated easily?	Ongoing reviews and replacement program, fully compliant with regulations	Any replacement doors fitted are fully compliant and meet all regulations.
How has the school made power-operated doors identifiable?	Clear signage in place.	Ongoing reviews.
How has the school made sure that entryway surfaces are slip-resistant, even when wet?	Regular planned and reactive maintenance. Addition of internal non-slip barrier floor coverings where necessary.	Regular reviews on floor coverings. Example can be seen in the 6th form block which was upgraded in summer 2024

Corridors and aisles

Question	Comments	Evidenced by
How has the school made sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	All corridors are kept free of obstacles and hazards.	Appropriate training and communication.

Question	Comments	Evidenced by
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	Trained staff are encouraged to report any issues to site team.	Appropriate training and communication.
How does the school use its lighting to help those with visual impairments or visual sensitivities?	Upgrade to LED lighting across the site	Lighting upgrades.
How has the school used visual clues to help pupils, staff and visitors orientate themselves in passageways?	Ongoing reviews Site visits to support transition Support visits from the sensory team	Ongoing reviews and communication.
How has the school used tactile signs and information to help those with visual impairments find their way?	No signs but tactile paving slabs and some contrasting colours for steps	Ongoing reviews and communication. Example outside the English bock
Has the school considered the travel distances of those with ambulatory disabilities?	Routes are clear and compliant. Timetables are considered. Trained staff assist where necessary.	
Has the school used induction loops and couplers in its corridors, assembly halls and telephones?	No induction loops used on the site, but students have their own technology that they share with teachers, for example a radio aid	
How are these systems maintained?	Advice and guidance provided by the sensory team at Cornwall County Council	Service records.

Reception

Question	Comments	Evidenced by

How has the school made sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?	Regular Reviews.	Ongoing reviews and communication.
How has the school made sure its reception areas are adequately lit for those with visual impairments?	Upgrade to LED lighting across the site	Ongoing program of lighting upgrades.
How does the school keep its reception areas free from obstacles and hazards?	Reception is kept free of obstacles and hazards. Staff are encouraged to report any issues to the site team..	Appropriate training and communication.
How has the school ensured that reception fixtures can be used at both seating and standing height?	Regular reviews and amendments.	Any additions/improvement work on the premises meets accessibility needs and regulations.
Do all reception areas have an induction loop?	No.	
If any of the school's reception areas are not fitted with an induction loop, why is this?	Some of the buildings are earlier construction. Considerations will be made during any maintenance/upgrade work.	Any additions/improvement work on the premises meets accessibility needs and regulations.
How has the school ensured telephones and other fittings are suitable for all users?	Regular reviews are undertaken with the IT Teams.	Ongoing reviews and communication.
If the school has any aids to help people navigate the building, how have these been adapted for use by those with disabilities?	Regular audit of information and delivery procedures	Ongoing reviews and communication.

Doors

Question	Comments	Evidenced by

How has the school ensured its doors are clearly distinguishable?	Appropriate signage. Glass doors are clearly demarcated if necessary. Any replacement/upgrade doors are carefully considered.	Regular reviews.
If any of these doors are glass, how has the school made sure they are visible when shut?	Glass doors are clearly demarcated if necessary.	Regular reviews.
How has the school made sure that people at seated height can be seen through glass panes in doors?	Any replacement/upgrade doors are carefully considered.	Regular reviews.
How has the school made sure that its doors are wide enough for wheelchair users to manoeuvre?	Accessible routes are compliant. Any replacement doors/handles meet current regulations.	Regular reviews.
How has the school made door handles accessible to, and easily operated by, seated and standing users?	All door handles are standard/regulation height appropriate to the age of the building. Replacement doors/handles meet current regulations.	Regular reviews.
How has the school made door handles clearly identifiable?	Any replacement/upgrade handles are carefully considered.	Regular reviews.
Has the school fitted any power assisted doors?	Yes, where appropriate.	Regular reviews. Improvements made in Summer 2024
If the school has not fitted any power assisted doors, why is this?	N/A	
If the school has fitted power assisted doors, how are these maintained?	Annual servicing by an external company. Ongoing programmed and reactive in-house maintenance.	Service logs.

Lavatories

Question	Comments	Evidenced by
How has the school ensured lavatory provisions are available to pupils, staff and visitors with disabilities?	Appropriate numbers of accessible W/C's are available throughout the buildings. Any new builds/additions/upgrades include accessible W/C'S	Recent additions and upgrades e.g. bidet toilets in two areas of the school
How has the school made lavatory and disabled lavatory facilities clearly identifiable?	Signage. Induction.	Staff training.
How has the school made lavatory fittings and handrails distinguishable from their backgrounds?	All accessible toilets meet current Part M regulations.	Regular reviews.
How has the school ensured lavatory handles and locks can be easily gripped and operated by everyone?	All accessible toilets meet current Part M regulations.	Regular reviews.
How has the school made sure lavatories and disabled lavatories are appropriately lit?	Upgrade to LED lighting across the site	lighting upgrades.
Has the school made sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?	All accessible toilets meet current Part M regulations.	Regular reviews.
How does the school maintain the emergency call system?	Regular testing.	Logged.
If the school has not fitted an emergency call system, why is this?	N/A	

How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?	Ongoing training for the site team	
How has the school ensured wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	All accessible toilets meet current Part M regulations.	Regular reviews and installations.
How has the school made sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	All accessible toilets meet current Part M regulations.	Regular reviews and installations.
How has the school made sure taps can be operated by those with limited dexterity, grip and/or strength?	All accessible toilets meet current Part M regulations.	Regular reviews and installations.
How has the school made sure lavatory signage is suitable for those with visual impairments?	All accessible toilets meet current Part M regulations.	Regular reviews and installations.
How does the school ensure that disabled lavatories are not being misused?	Staff training. Student behaviour is monitored and addressed. Appropriate levels of supervision.	Regular reviews.
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?	All W/C's are sterile areas. Staff are encouraged to report any issues. Reactive maintenance from the site team and Cleaning teams.	Regular reviews and training.

Fixtures and fittings

Question	Comments	Evidenced by
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	Desks are set at appropriate heights. Some rise and fall desks are present. Adjustments made with seating when needed – e,g, electric/adjustable chairs, use of steps and bolster cushions	Ongoing reviews of facilities.
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there are spaces for wheelchair users?	N/A	Ongoing reviews of facilities.
How has the school made sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	No vending machines or hot drinks machines accessible Water fountains are present and accessible	Ongoing reviews of facilities.
How has the school ensured that fixtures are clearly distinguishable from their backgrounds?	With appropriate highlighting/colours/markings.	Ongoing reviews of facilities.
How has the school made sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	Any issues are raised with the HOD/site team to address.	Ongoing reviews of facilities.
How do staff ensure those with visual impairments have access to information on display boards?	Access to white boards in the classroom - through adjustments to text and background and students can use additional technology to support. Information is not delivered through display boards in the corridors	
How has the school made sure bookshelves are accessible to everyone?	Any issues are raised with the HOD/site team to address.	Ongoing reviews of facilities.

How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?	Tables are spaced appropriately. Spaces are wheelchair accessible.	Ongoing reviews of facilities.
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?	Timetabling ensures access to appropriate spaces. Rise and fall desks in some areas of the school Adjusted/supportive timetabling	Ongoing reviews of facilities.
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?	Most departments have individual, easily accessible staff rooms.	Ongoing reviews of facilities.
How has the school ensured dining halls, food counters and kitchens are clearly identifiable?	Clear signage. Inductions	New starters induction, open evenings/days etc.
How has the school ensured classrooms are clearly identifiable?	Clear signage. Timetabling.	
How has the school ensured staff rooms, offices and staff-only areas are clearly identifiable?	Clear signage. Staff inductions.	Staff induction process.
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?	Lockers are placed around the schools at varying heights for access.	Ongoing reviews of additional lockers.

Means of escape

Question	Comments	Evidenced by
How has the school ensured its fire alarm system is visual as well as audible, including inside lavatories?	Fully compliant with fire regulations Visual alerts are fitted wherever appropriate.	Visual alerts are fitted within the alarm in each room
How has the school made sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	All exit routes are kept free of obstacles and hazards at all times. Staff are encouraged to report any issues.	Appropriate training and communication.
What arrangements has the school made for those with disabilities when evacuating from upper floors?	There are clearly defined refuge points on all first and second floor spaces. Where appropriate, refuge chairs are present. PEEPS are in place for students when appropriate	Annually serviced equipment. Smartlog PEEPS
Has the school ensured emergency exit signs are suitable for everyone, including those with comprehension disabilities or EAL?	All signs are the universally recognised evacuation signs. Regular reviews are undertaken.	H&S termly walk reports.
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	Regular, recorded drills. Every term for evacuation	Log books kept by leadership/FM Teams.
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?	SENDCO, Year Teams and First Aid are aware of individual students' requirements and completed PEEPs through smartlog.	PEEPS in place.

How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?	Trained staff are encouraged to report any issues to Site Teams.	Ongoing training. Communication.
What does the school have in place to check warning devices and detectors regularly?	Biannual service program by external companies and in-house checks	Checks are logged electronically.

Access to information

Question	Comments	Evidenced by
How has the school ensured its buildings are equipped with hearing assistance?	No	
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	Provided on request	
Has the school arranged for audio versions of information? If not, why is this?	See accessibility statement on the college website	https://www.launcestoncollege.uk/accessibility-statement/
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	Clear guidance provided by SLT around the organisaiton of open days and events SEN team advise around individual student's needs	
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	Contrast colours are used, universal signage is used for information such as evacuation points. Compliant with regulations	

How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	The universal provision is to meet the needs of all students. Audits and support plan reviews used to identify and difficulties and adjustments made when appropriate	
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	See College accessibility statement on website	https://www.launcestoncollege.uk/accessibility-statement/