



Accessibility Plan 2022-2025

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.
- We aim to meet every child's needs within mixed ability, inclusive classes.
- It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Awareness of the access needs of disabled pupils, staff, governors, parent/carers and visitors
- Provision of wheelchair accessible toilets
- Access into and around school to be fully compliant with safe access for all

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Availability of written material in alternative formats
- Provide information in other languages for pupils or prospective pupils

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

| 1. Improving Participation in the Curriculum | | | | | |
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| Priority | Lead | Strategy / Action | Resources | Timescale | Success Criteria |
| Effective communication and engagement with parents | SLT/ SENDCo | Termly meetings with parents/carers – Termly consultations Annual Review meetings with SENCo | Time allocated | In place and ongoing | Parents/carers fully informed about progress & engage with their child's learning |

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| Training for staff on increasing access to the curriculum for all pupils | SLT / SENDCo/ School nurse | Epipen training Inhouse speech and language therapist 2 x Autism Champions in school Dyslexia Friendly School training Training Social Communication Team and Educational Psychologist Diabetes training Access to courses, CPD Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, etc. | Training time TA time allocated | In place and ongoing: Epipen Training Diabetes training Regular visits from outside professionals | Increased access to the curriculum Needs of all learners met Maintain records of staff trained |
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils | SENDCo / SLT | Strategic deployment of support staff/intervention teacher Use of ICT, eg: voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys. Ensure specialist equipment is checked and seek advice if needed. | Specific apps to support learning on ipads Other resources as required for individual pupils | In place and ongoing | Positive impact on pupil progress Barriers to learning are removed |
| Adaptations to the curriculum to meet the needs of individual learners | SENDCo | Pastoral support through TIS, timetable adaptations Sensory breaks OT programmes Speech and language support for individuals and groups of children Use of access arrangements for assessment/National tests | Daily NELI intervention and weekly speech and language support Occupational therapy/Sensory | In place and ongoing | Needs of all learners met enabling positive outcomes |
| Improve educational experiences for visually impaired pupils | SENDCo | Consult Sensory Support team when required Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs | Cost of equipment | To be in place when required. | Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced. |
| Improve educational experiences for hearing impaired pupils | SENDCo | Daily maintenance and use of hearing aids when required Consult Hearing Impairment team | Cost of equipment | To be in place when required. | Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced. |

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| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils | SLT/ SENDCo /Staff leading clubs | Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements | Any specialist equipment needed to allow a child to access a club | Ongoing | Increased access to the extra-curricular activities for all pupils with SEND. |
| 2. Improving Physical Environment | | | | | |
| Priority | Lead | Strategy / Action | Resources | Time | Success Criteria |
| Awareness of the access needs of disabled pupils, staff, governors, parent/carers and visitors | DR/SLT/ SENDCo | To create access plans for individual disabled pupils as part of the assess, plan, review process when required. Be aware of staff, governors and parents' access needs. Consider access needs during the recruitment process. | Time allocated | In place and ongoing | School will be accessible for all |
| Provision of wheelchair accessible toilets | DR | Maintain wheelchair accessible toilets with clinical waste bins | Maintenance costs | In place and ongoing | School will be fully accessible for wheelchair users |
| Access into and around school to be fully compliant | DR/HT | Designated disabled parking Wide doors and corridors Ramp into school Clear route through school Lift to move between floors | Maintenance costs | In place and ongoing | School will be fully accessible for wheelchair users |
| Maintain safe access around exterior of school | DR/HT/Cornwall Ground Force | Ensure that pathways are kept clear of vegetation | Cost included in ground's maintenance contract | In place and ongoing | People with disabilities can move unhindered along exterior pathways |
| Maintain safe access around the interior of the school | DR/HT/SLT/SENDCo | Awareness of flooring, furniture and layout in planning for disabled pupils | Cost of any adjustments that need to be made | In place and ongoing | People with disabilities can move safely around the school |
| 3 Improve the Delivery of Written Information | | | | | |
| Priority | Lead | Strategy / Action | Resources | Time | Success Criteria |

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| Availability of written material in alternative formats | Office/ SLT/ SENDCo | Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate Dyslexia awareness | Contact details and cost of translation / adaptation | In place & ongoing | All parent/carers will be up to date and well informed of school information |
| Provide information in other languages for pupils or prospective pupils | SENDCo/DR | Access to translators, sign language interpreters to be considered and offered if possible | Translator app Training | In place when necessary | Pupils and parents feel supported and included. |