



Accessibility Plan

The purpose of this plan is to show how our school 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.

Our aim is that the children have total access to our setting's environment, curriculum and information and full participation in the school community

Principles

- We recognise and value each child's knowledge and understanding of their disability
- We recognise the effect their disability has on his/her ability to carry out activities
- We recognise and value each parents' knowledge and understanding of their child's disability
- We respect the right to confidentiality for parents' and children.
- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- The 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
- We provide all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

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.

- The school has children with a range of disabilities and needs which include Autistic Spectrum Disorder, Global Developmental Delay, Medical Needs and Speech Language and Communication Difficulties.
- Our school offers a curriculum that offers challenge and support opportunities in all subjects.
- We use resources tailored to the needs of students who require support to access the curriculum.
- Curriculum progress is tracked for all students, including those with a disability.
- Targets are set effectively and are appropriate for students with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all students.
- All staff receive regular training and support to meet these diverse needs.
- Our SEN team includes two SENCo's, one of which is an Autism Champion.
- When children enter school with specific disabilities, or when specific difficulties are having an evident impact on progress, the school contacts the local authority professionals for assessments, support and guidance for the school and parents. Professionals include speech and language therapists, the Cognition and Learning Team, occupational therapists, physiotherapists and educational psychologists
- Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to learning.
- We ensure that locations for school visits are accessible for all pupils
- All activities including After School Clubs, performances and educational visits at our school are open to all pupils currently on roll.

Access to the physical environment of the school

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

- The school is housed in a range of 6 single storey buildings. In each year group there is at least one classroom accessible by a flat or ramped access.
- There is a disabled toilet in the main building.
- There is a changing bed in the disabled toilet in the main building and one of the Reception classes.
- High visibility strips to mark stairs,
- Public areas of the school have double doors or doors that are wide enough for a wheelchair. In each year group there is at least one classroom accessible through double doors or doors that are wide enough for a wheelchair.

- An electrical sliding door in the front of school enables easy access for wheelchair users.
- Key fobs can be used for the assisted power door into the main school building. This ensures easy access for wheelchair users.
- All reasonable adjustments are made for a child with additional accessibility requirements should it be necessary. We make referral to the Cornwall council occupational therapy team, via the MARU, if and when it is needed as part of the planning for children at points of transition to receive advice on effective provisions and necessary adjustments

Delivery of written information 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.

- Website is updated with current information for parents, including SEND information report. A parent handbook and transition handbook is shared with new parents
- We use a sans serif font and blue on white for documents used with children and for parents to improve readability.
- We use coloured backgrounds on interactive whiteboards.
- The vast majority of our range of reading books are wide spaced, sans serif and have coloured backgrounds on pages.
- We have in the past, and would use if needed induction loops, large print resource
- Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to written information

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.

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term
<p>Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, or school visits;</p>	<p>Accessibility plan is regularly discussed at Governing Body meetings with advice from the SENCo team</p> <p>As part of the provision planning for pupils with individual needs physical aids and adaptations to access education are considered.</p> <p>Individual needs are considered in the planning of all educational visits and necessary reasonable adaptations made- including staffing.</p> <p>At least annual SEN staff meetings.</p> <p>SEN updates to each full governing body meeting.</p>	<p>Governing Body- Curriculum Finance</p> <p>SENCo's Subject leaders</p>	<p>Ongoing</p>
<p>Increasing access to the physical environment of the school</p>	<p>Accessibility plan is regularly discussed at Governing Body meetings with advice from the SENCo team</p> <p>Referrals to, and advice from, the Cornwall Physical Disabilities Team and the Occupational Therapy teams.</p> <p>Annual audit of accessibility to building and grounds to be carried out to inform future planning</p>	<p>Governing Body- Buildings Finance</p> <p>SENCo's SEN Governor</p>	<p>Ongoing</p>

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term
Improving delivery of written information to ensure that all parents and other members of school community can access information	Written information will be provided in other formats as necessary and on request e.g. large print, coloured paper.	SENCo's Administration staff	Ongoing

Policy Review Date: July 2026

Date to be Reviewed: September 2027