



Accessibility Plan 2025-2028

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 access to the physical environment of the school

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

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.

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 Action Plan 2022-2025

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Specialist equipment enables children to access learning more effectively	Acquire specialist equipment as recommended by specialists such as OT, EP and SALT	Rebekah Bailey Lauren Berry	Short	Ongoing	Adapted cutlery, maintain adjustable changing station. Maintain and update resources such as sensory tent and resources. Library converted into sensory room to meet needs of one child while provision is considered.
Increased safety for children in school	Restrict use of main entrance door by children in changing routes in and out of the school. Alter access from the external gates from street and car park to be controlled from office.	Rebekah Bailey	Short Medium	Sept 22	Completed and maintained. Successful transition.



Increased safety at play times	Maintain main playground with regular maintenance on loosening gravel. Develop KS1 playground following damage caused by tree fall. Grounds to be maintained by new company - Cornwall Groundforce	Rebekah Bailey Andy Roberts	Short Long	Ongoing	KS1 Playground surface completed. New company – Cornwall Groundforce. Excellent service to date.
Ramp in EYFS area is easier to navigate and less slippery	Maintain ramp into EYFS classroom	Andy Roberts and James Petty	Short	Ongoing	Repairs made to wooden flooring and spindles.
Edges of steps are clearly visible for children with visual impairment	Ensure previously painted edges of steps down into playground and at entrance to EYFS classroom are clear and mark edges of ramps	Rebekah Bailey Andy Roberts	Short	July 2025	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All children are able to access extra-curricular provision	Staff support will be offered to children needing extra support for school run extra-curricular clubs.	Rebekah Bailey	Short	Ongoing	



<p>Staff are well equipped to support children with a range of needs</p>	<p>Provide high quality training opportunities for staff on Autism, Working Memory, Dyslexia, Medical needs and specific needs. Staff to adapt lessons using Subject Specific documents for SEND and use SSSP documents to make more manageable. Review as necessary.</p>	<p>Rebekah Bailey Lauren Berry</p>	<p>Medium</p>	<p>Ongoing</p>	<p>Ongoing and adapt to suit individual needs.</p> <p>PEG training Diabetes training Autism Awareness Team supporting Lego Therapy Fun Fit Augmented Assisted Communication Device (Talker) IDL (Dyslexia) PRICE Sensory equipment</p>
<p>Staff are well equipped to support children with a range of needs</p>	<p>Provide training at staff meeting for all staff on working with children with communication difficulties. PRICE training updated yearly. Lauren Berry maintains PRICE Trainer qualification. PIVATS, Lego therapy and autism training.</p>	<p>Rebekah Bailey Lauren Berry</p>	<p>Short</p>	<p>Ongoing</p>	
<p>Children with dyslexia make good progress due to extra support and specialist resources</p>	<p>Review of resources for dyslexic children Continue to fund IDL programme to support reading and spelling intervention. Use Dyslexia Screening.</p>	<p>Rebekah Bailey Lauren Berry</p>	<p>Short</p>	<p>Ongoing</p>	<p>Staff trained to deliver Dyslexia Screening and interpret results.</p>



Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure dyslexic pupils have yellow tinted paper/exercise books and are provided with colour overviews when appropriate.	Review individual needs termly during learning walks, pupil conferencing and book looks. SENCO to prepare yearly monitoring.	All teachers HT monitoring and governor visits Lauren Berry	Short term	Termly	
To ensure all documents/policies can be provided in different formats on request given a reasonable timescale	At the beginning of each policy document (and any other key documentation) include a statement	All staff	Medium	As policies are reviewed	
Children with communication difficulties / learning difficulties have increased access to all aspects of the curriculum by using visual aids	Provide visual timetables, now and next cards, traffic lights, picture clues, flash cards, picture menus, Makaton signage etc	Rebekah Bailey Lauren Berry	Medium	Ongoing	

Reviewed – January 2025