

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics: age (as appropriate), disability (SEND), ethnicity, gender (including issues of transgender and of maternity/paternity and pregnancy), religion and belief, and sexual identity. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The

definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

The SENCo monitors charges and remissions and ensures these comply with this policy.

This policy will be reviewed by the SENCo and Governors every three years.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equality Policy
- Special Educational Needs (SEN) Information Report
- SEN policy
- Supporting Pupils with Medical Conditions Policy

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Time frame	Notes
Increase access to the curriculum for pupils with a disability	<p>Our school offers a curriculum that is scaffolded for pupils who need it.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Staff are trained regularly in additional needs.</p>	<p>Monitor curriculum as it continues to evolve to ensure it meets the needs of all pupils and is scaffolded effectively.</p>	<p>The embedded curriculum meets the needs of pupils, is engaging and enables pupils to show what they can do.</p> <p>Pupils' prior learning is built upon and through careful sequencing, skills and knowledge is developed further.</p>	Ongoing	
		<p>Ensure examples of people with disabilities are included in resources used.</p>	<p>Audit curriculum resources to ensure there are examples of people with disabilities included.</p>	End of 2025	

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<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Risk assessments for those that need them. 	<p>Ensure all children and visitors can access the school site.</p>	<p>Continue to monitor access, dependent on needs of children and visitors.</p>	<p>Ongoing</p>	<p>26.02.25 and 19.01.26- Site visit with Paul Renowden (Cornwall Council and John Eddy (Head of Health, Safety and Estate TPAT) to agree works needed e.g. yellow lines on steps, ramps, curbs, thresholds, doors/walls that are not visually obvious, hand rail in toilet in Y1/2.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage 	<p>Ensure that parents with disabilities also have information provided in an accessible format.</p>	<p>Ensure any videos in school or online meetings for parents have subtitles for those with hearing loss.</p>		

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	<ul style="list-style-type: none"> • Large print resources or braille (when needed) • Pictorial or symbolic representations • Documents online or printed or shared personally where needed. 	<p>Continue to be aware of any needs of parents or children that may need information presented in other ways – other languages, coloured paper, or read to them if they struggle to read etc, or support for online forms/access etc.</p>	<p>Ensure good communication with parents so we are aware of their needs.</p>		

Person responsible for policy: Mrs J Waters (SENCO)

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Approved by governors: July 2024

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