

Coverack Primary School

ACCESSIBILITY PLAN – 2022 - 2025

Provenance	Date
LGB' Ratification	Sept 2021
Implementation	Sept 2021

Review Date
September 2022

Self Help **Self Responsibility** **Equity** **Equality** **Democracy** **Solidarity**
Social Responsibility **Honesty** **Openness** **Caring for Others**

Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Accessibility Plan 2022-25

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.
- It is a requirement that the school's accessibility plan is resourced, implemented, reviewed & revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Our Aims

Increasing Access 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.

- **Staff Training** – to ensure children with any type of SEND have their needs met.
- **Physical Education** – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.
- **Access to appropriate ICT** – to ensure appropriate IT equipment and programs are available to support learning both at home & school.
- **Adaptation of class lessons and school timetable** – to enable all children to access learning.

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.

- **Outside Area** including EYFS outsider space
- **Reviewing furniture and classroom/work areas** – to ensure accessibility and fitness for purpose.

Improving the Delivery of Written Information to all

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.

- **Parent Forum** – meetings to discuss school provision.
- **Website** – signposting advice for parents/carers.
- **Information in a variety of formats** – explore creation of large print/audio/ English as second language etc.

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.

Audit of current provision & action required

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all staff are aware of the requirements of the Equality Act	The SPCMAT Equality Policy will be discussed during staff and governor meetings and form part of new staff inductions.	Headteacher	Long Term	From Spring 2021 and ongoing	All staff have signed to say they have read and understood the policies

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Inclusion – pupils and families involvement in school activities.	The SENDCo will monitor the provision for all SEND pupils to ensure they are accessing their full entitlement and ensure personalised support so that pupils can access all activities e.g. enrichment activities, trips/visits. See educational visits policy/H&S policy Provision made for wheel chair users	SENDco & Class teachers	Long Term	Continuous	Individual risk assessments for visits/camp etc Nominated EVC in each setting

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The entrance to the school is accessible	The door is wide enough to accommodate a wheel chair. Intercom is low enough for wheelchair users	SLT	Long Term	NA	
The layout of areas, such as classrooms, library, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around the school. There are no barriers to access caused by doorways, stairs & steps.	The door is wide enough to accommodate a wheel chair. There is full access from the school to the main outside play area.	SLT	Long Term	Layout of classroom to change as & when required	
Reviewing classroom areas and furniture	Regular monitoring will ensure that all work spaces and classrooms are accessible and that all furniture is fit for use and purpose. Anything not adequate will be reported	Headteacher	Long Term	On going	
Pathways around school are safe & well signed.	Good signage, clear corridors & good lighting.	SLT	Long Term	NA	
Emergency & evacuation systems INFORM all pupils	Auditory alarms. Hearing impaired/disabled children would be escorted off premises by designated adult.	All staff	Long Term	Continuous	Signage was reviewed during recent H&S audit
Signs are uncomplicated & unambiguous	See signage around the school	SLT	Long Term		

School décor provides appropriate contrast & harmony for pupils with visual impairment, autism or epilepsy.	When school is redecorated advice regarding best colour scheme to meet the need of SEND pupils will be sought.	SLT/SENDco	Long Term		
All areas are well lit	Audited by H&S	SLT	Long Term		
Steps would be taken to reduce background noise for hearing impaired pupils by considering room's acoustics.	Staff seat hearing impaired pupils appropriately. Advice sought from hearing support service	SLT/SENDco	Long Term	as & when required	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Teachers & TAs have the necessary training to teach & support pupils with arrange of disabilities & have access to specialist teachers and external agencies for information & advice.	Supported by SENDco All training recorded on Sims External Agency written reports & advice Regular SEN staff meetings Specific training when needed	SENDco/SLT	Long Term	Ongoing	
TAs to work closely with & support pupils with physical disabilities.	TAs appointed in school or redeployment of TAs. Specialist training as required. Advice is sought and provided by outside agencies if required.	SENDco/SLT	Long Term	As required	

Pupils with emotional, social & behavioural difficulties are supported in school	Mental Health Support Worker supports 1:1 or small groups Staff trained in 'Draw & Talk' Forest School Intervention	SENDco/SLT	Long Term	As required	MHSW has been in post since Sept 2021
All staff strive to remove barriers to learning & participation & value pupil voice	Lesson observations, Pupil progress meetings, data drops, book scrutiny, pupil conferencing, IEP reviews, staff meetings Continue to implement personalised learning when appropriate.	All Staff	Long Term	Continuous	MHSW runs workshops with small groups of pupils
Classrooms are optimally organised for disabled pupils	Staff consider best arrangement of furniture to improve accessibility & to accommodate necessary equipment. Consider classroom changes to best meet the needs of disabled pupils	SENDco/SLT	Long Term	As needs arises	
Lessons provide opportunities for all pupils to achieve i.e. are differentiated & include work to be completed by individuals, pairs, small groups & whole class as appropriate & are supported by TAs	Lesson observation records Provision Maps IEPs Continue to implement personalised learning	Class teachers	Long Term	Continuous	
Physical Education – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.	Regular meetings with all staff including Trust PE Teacher to ensure all are aware of any type of physical or emotional need in any pupil. Risk assessments undertaken when appropriate Continue to implement personalised learning	Headteacher	Long Term	On going	
Disabled pupils who cannot participate in	Specialist equipment & 1:1 staffing if required	SENDco & Class teachers		Continuous	

particular activities are given alternative experiences e.g. some form of exercise	Continue to implement personalised learning when appropriate Seek advice from Trust PE lead				
Access to appropriate ICT – to ensure appropriate IT equipment and programs are available to support learning both at school & home.	Appropriate programs purchased/downloaded for laptops to aid learning. Fundraise for iPads for the children to use in class and Apps to aid Spelling etc for Dyslexic pupils. Google Classroom will be used as a platform for blended & home-learning.	Staff and PTA to have a meeting to discuss fundraising activities.	Long Term	On going	
Adaptation of class lessons and school timetable – to enable all children to access learning.	Staff will liaise with Support Agencies when a pupil will benefit from a reduced timetable or sensory breaks within the school day. Staff will deliver individualised programmes when needed in order to meet the needs of all pupils Appropriate applications made for SATs	Class teachers	Long Term	On going	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Parent Forum – meetings to discuss school provision.	Headteacher will meet termly with parents to discuss school provision. These will be advertised widely through newsletters, website and emails.	L Newberry	Long Term	Termly	

Website – signposting advice for parents/carers.	The Website will be updated regularly and a new section will be developed to include information on how the school supports Emotional Well-being.	Headteacher and SENCo	Long Term	On going	
Information in a variety of formats.	The school will explore how to make information available in different formats, such as large print, easy read, audio, English as a second language.	Headteacher	Long Term	On going	