



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.

St Keverne Primary Accessibility Plan 2020-2021

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 SEND 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 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** for Reception/Year 1 class continue to be developed with outdoor furniture e.g. mud kitchen/climbing frame etc.
- **Exterior Fencing** - Repair fencing surrounding 'the garden'.
- **Parent Parking at drop off/pick up times** – Encourage Walk to School campaign and use of carparks rather than the road.
- **Signage on school fence facing the Playing Field** - to remind the public that children are the other side of the fence.
- **Reviewing furniture and classroom/work areas** – to ensure accessibility and fitness for purpose.
- **Consider altering classroom location-** to ensure pupils with hearing difficulties benefit from best acoustics.

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.

Accessibility Action Plan

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.	L Newberry	Long Term	From Spring 2021 and ongoing	Monitored by EL

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.	SENDCo	Long Term	From Spring 2021 and ongoing	Monitored by L Newberry

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To develop an outside area for Reception/Year 1	To ask PTFA if they will fundraise to help by outdoor furniture	Headteacher	Medium term	As soon as possible.	Requirement for Early Years continuous flow provision
Parent Parking – to encourage use of car parks and walking to school to alleviate problems on the road.	Parents will be encouraged through a “Walk to School” campaign to walk to school or use a car park by the band room or in the square to reduce congestion on the road. Possibility of a “Walking Bus” from 8.45am where two members of staff meet children to walk them in.	Staff to discuss at staff meetings	Long Term	As soon as possible	Appoint members of staff as Walking Bus monitors, reviewing the success of the trial.
Signage on back of school fence – to remind the public that the school is right here.	A sign will be purchased to politely remind the general public to be aware that the playing field backs on to the school and therefore appropriate language and behaviour would be appreciated at all times.	Headteacher	Short Term	As soon as possible	Appoint Secretary to find/create sign and order it. Trust caretaker to erect. (Parago)
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 to L Newberry.	Headteacher	Long Term	On going	

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>Staff Training to ensure that any child with a SEND has their needs met.</p>	<p>Staff CPD supported by Ed Psych Ensure staff are confident in strategies to help pupils with Dyslexic Tendencies. Possible training by Dyslexia Advisor such as Sandra Paige.</p>	<p>SENCo to monitor and advise.</p>	<p>Long Term</p>	<p>As soon as possible</p>	<p>Chris Powley to discuss with Lisa Newberry</p>
<p>Physical Education – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.</p>	<p>Regular meetings with all staff including Mr Tom Studd (PE Teacher) to ensure all are aware of any type of physical or emotional need in any pupil.</p>	<p>Headteacher</p>	<p>Long Term</p>	<p>On going</p>	<p>Remember to include adults working with children outside of school – trips, clubs etc.</p>
<p>Access to appropriate ICT – to ensure appropriate IT equipment and programs are available to support learning both at home & school.</p>	<p>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 home & blended learning.</p>	<p>Staff and PTA to have a meeting to discuss fundraising activities.</p>	<p>Long Term</p>	<p>On going</p>	<p>Headteacher to decide what ICT equipment is more in need and prioritise.</p>

Adaptation of class lessons and school timetable – to enable all children to access learning.	Staff will wear a Hearing Aid Transmitter when teaching a child with a hearing difficulty. Staff will liaise with Support Agencies when a pupil will benefit from a reduced timetable or sensory breaks within the school day.	All staff	Long Term	On going	Headteacher to monitor.
--	---	-----------	-----------	----------	-------------------------

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 SENDCo	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	