



Accessibility Plan 2018-2019

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.

- In line with recent SEND legislation review and publish on our website strategies and resources for inclusion.
- Make SEND a main focus in our school development plan
- Ensure an external audit of ARB provision annually
- Consult parents about any necessary changes we need to make
- Include ARB pupils in mainstream classes whenever possible
- Ensure provision of individual and small group support when appropriate (review regularly)
- Make adjustments in order to enable access to the curriculum

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.

- All staff maintain their awareness about ensuring the accessibility of the physical environment, alterations to environment or procedures are made when required.
- Any new work on buildings and outdoor areas is fully in line with the DED
- Health and Safety audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies

- Provision is in place to ensure our setting is accessible to all, see also the Accessibility Audit (available on request).
- All equipment is subject to regular servicing.

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.

- Ensure that written information that is normally provided by the school to its pupils is available to disabled pupils e.g. handouts, timetables, textbooks and information about school events.
- Enlarged texts (including modified test materials) are available to those who need them.

Financial Planning and control

The head teacher, 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
None at this time					

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Access ramp too steep and narrow.	A feasibility study, topography and plans have been developed by Cornwall Council. The work is on their priority list.	J Meloy C Bunting	Long term	July 19	
Tap is not appropriate for use by someone with limited dexterity, grip or strength	Arrange for replacement taps to be fitted.	J Meloy	Medium term	April 19	
Clearer signposting of disabled route to the main entrance	Sign to be posted directing to "Main office" and "Disabled access" with follow up sign at the bottom of the ramp to the "Main office"	J Meloy	Medium term	April 19	

Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
None at this time					

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Progress made by your pupils/students at 'SEN support' and with an EHC plan is not as good as that made by pupils/students with SEN nationally	Quality first teaching. Variety of high quality interventions. Advice from outside agencies. See also school offer.	SENDCo and Class teacher	Long term	July 19	

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
None at this time.					