



Accessibility Plan

Reviewed: July 2024

Next review date: July 2025

1. 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

Treloweth Primary 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 aim to reduce and, where possible, eliminate barriers to accessing the curriculum and to aid full participation for pupils and prospective pupils with a disability.

Our Action Plan is reviewed regularly to ensure further improvements are made where necessary and reasonable. An Accessibility Audit is carried out at least annually and forms the basis of the review of this document.

The plan is available online on the school website and paper copies are available upon request. These can be provided on coloured paper or in larger font where requested.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 he or she has a physical or mental impairment that has a

'substantial' and 'long-term' adverse effect on his or her 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.



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Activity

a) Education & related activities

Treloweth Primary School will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions and of appropriate health professionals from the local NHS Trust.



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b) Physical environment

Treloweth Primary School will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate. We are continually reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Treloweth Primary School will make itself aware of local services for providing information in alternative formats when required or requested.

Action Plan

See attached

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- Admissions Policy
- SEND Report and Policy
- School Development Plan
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Health and Safety Policy
- Equal Opportunities Statement and Objectives
- Curriculum Policy
- Teaching and Learning Policy



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Priority Target	Actions	Timescale	Cost/budget †	Responsibility
<p>Maximising the extent to which pupils can participate in the school curriculum</p>	<ul style="list-style-type: none"> • Staff aware of pupils' individual needs through the use of APDR and STAR plans • Ensure all pupils can access the curriculum by employing and using trained staff • Effective use of equipment to promote learning where appropriate • Curriculum Planning makes provision for all pupils • Lessons address a variety of learning styles and are scaffolded appropriately to ensure inclusion • Monitoring of pupils to ensure significant progress is made through pupil progress meetings • School visits and extra curriculum clubs are accessible to all pupils regardless of attainment or impairment • Ensure that all staff planning off-site trips are aware of the Equality Act requirements • Staff support with writing risk assessments for day trips and residential trips where needed. Individual risk assessments completed where appropriate • Inclusive PE equipment to be used regularly to ensure all children can participate in sessions 	<p>On entry As required Ongoing As required Ongoing Ongoing Termly As required As required Ongoing</p>	<p>Staff time/ School Budget Plus</p>	<p>All staff</p>
<p>Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</p>	<ul style="list-style-type: none"> • Teaching staff are given the opportunity to raise Health and Safety concerns weekly during staff meetings and leadership meetings. • Support staff are given the opportunity to raise Health and Safety concerns during staff meetings and leadership meetings. • Meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible. • Advice and guidance sought and followed from external agencies. 	<p>Weekly Ongoing</p>	<p>School budget to cover staffing for meeting</p>	<p>All staff</p>



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<p>To meet regularly with parents to ensure needs are being met</p>	<ul style="list-style-type: none"> • Termly SEN updates for all children on STAR Plans or with an EHCP. Targets are evaluated and SENDCO ensures all needs are being met, including physical needs • EHCP applications are written in a timely fashion, in liaison with parents • Referrals to outside agencies are completed alongside parents and recorded on the child's chronology • Termly H&S inspections 	<p>Termly</p> <p>As required</p> <p>As required</p> <p>Termly</p>	<p>Staff time/ Trained SENDCo</p>	<p>SENDCo, Class teachers, TAs SENDCo SENDCo</p> <p>H and S Lead</p>
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	<ul style="list-style-type: none"> Annual reviews held yearly with both parents and external agencies for children who have an EHCP Suggested support and strategies from external agencies is always followed up in school and fed to class teachers and TAs i.e. speech therapist targets, OT targets, physiotherapy. All reports and suggestions are recorded onto the child's chronology 	<p>Annually</p> <p>As required</p>		<p>SENDCo</p> <p>SENDCo. Class teachers, TAs</p>
To improve communication for non- verbal children	<ul style="list-style-type: none"> Individualised visual timetables using objects of reference and/or pictures Use of Makaton to support individuals Relevant training for staff and advice from the speech and language therapists 	<p>As required</p> <p>Half termly during SALT visits</p>		<p>SENDCo, Class teachers and TAs</p>
To improve communication for children with communication needs (EAL/ASD)	<ul style="list-style-type: none"> Visual timetables in place in each classroom, although these may look different from year group to year group as the children get older Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety Social stories are used regularly to help children with ASD understand key events/difficulties Use of Now and Next boards for individual children 	<p>Ongoing for all</p>	<p>Staff time to make resources</p>	<p>SENDCo, Class teachers and TAs</p>
To improve access to learning for children with sensory needs	<ul style="list-style-type: none"> Sensory breaks/space breaks to be planned in for children as required Referrals to OT made for children as and when required Funfit for children who show sensory and coordination difficulties 	<p>As required</p>	<p>Staff time</p>	<p>SENDCo, Class teachers and TAs</p>
Ensuring access for all pupils to all areas	<ul style="list-style-type: none"> Main building all on one level. Ramp access to Elliot Hut 	<p>Ongoing</p>	<p>Budget required</p>	<p>Headteacher, Estates manager</p>



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<p>Review of information to parents/carers to ensure accessibility</p>	<ul style="list-style-type: none">• Review all communications to ensure that it is clear, concise and no acronyms are included• Ensure that information is available in other formats/ languages for pupils or prospective pupils who may have difficulty with hearing or where there is a language barrier• School office/Pastoral team to provide support and help to parents to access information and complete school related forms when required (offer to be incorporated to information disseminated)	<p>Ongoing</p>	<p>Staff time to support as required</p> <p>Budget for</p>	<p>All staff</p>
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	<ul style="list-style-type: none">Continue to review communication channels to parents to ensure that all can access information (use of website, Dojo, phone calls for visually impaired)		translat or if required	
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