



St Erme with Trispen Community Primary School

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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 2022-2024

Purpose of Plan

The purpose of this plan is to show how our school 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 St Erme’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.

- Providing one to one support to pupils to ensure they are able to fully access the curriculum
- Tailor the curriculum to the individuals needs to help them achieve success
- Provide one to one support where needed to ensure individuals are able to access school visits and residential
- Support families with pre-visit information to support individuals prior to educational visits and residential.

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.

- Purchase of specific resources that support any individual within the classroom.
- Training for staff to support with equipment used within the classroom.
- Modification of the seating plan or classroom environment to support individual needs.

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. 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.

- Visual timetable to support individual
- Coloured paper for handouts within lessons
- Pre-event information provided to support transition to new events
- Alternative formats of information to support children and parent's needs

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
Ensure all staff are aware of Equality Act, 2014.	Share key points of the Equality Act, along with the Accessibility plan 2019-2022 in staff and TA meetings.	Headteacher, SLT	Long	Annually	Include in staff INSET training

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To provide appropriate access to all users.	Seek information on the needs of users and pupils Facilitate access to designated accessible toilet and shower room, toilets for wheelchair users and those with mobility issues. Provide aids for those who are visually impaired – to meet needs.	Headteacher, SLT	Long	Annually	

	Ensure reasonable adjustments are made to exits and entrances to individual classrooms to meet individual needs.				
To ensure that disabled adults are considered equally with others for posts in the school.	To welcome all applicants for teaching and TA posts. To encourage all members of the community to consider becoming a Governor.	Headteacher, SLT	Long	Annually	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To implement and maintain a monitoring system to support pupils with a disability.	Maintain a register of children with a disability. Monitor patterns of attendance. Monitor participation in off-site activities and residential visits. Monitor teachers' planning to ensure needs are being met through differentiation of the curriculum Record pupil achievements.	Headteacher, SLT, Class teachers, Support staff	Long	Ongoing	
To ensure staff are appropriately trained	Ensure that staff are properly trained to provide for children with disabilities such as dyslexia, ADHD, diabetes and other medical conditions.	Headteacher, SLT, Class teachers, Support staff	Long	Ongoing	

	<p>Ensure Teachers, TAs and governors have access to specific training for disability issues.</p> <p>Ensure that all staff can differentiate the curriculum and are aware of SEN resources.</p>				
To ensure that disabled adults are considered equally with others for posts in the school.	<p>To welcome all applicants for teaching and TA posts.</p> <p>To encourage all members of the community to consider becoming a Governor.</p>	Headteacher, SLT, Governors	Short	When require.	
To increase support for parents of children with a disability	<p>Ensure that the school prospectus and website information contains information regarding accessibility.</p> <p>Termly meeting with SEND children to discuss IPM and progress towards targets</p>	SENCO. Headteacher, Teachers	Medium	Termly	
Training for teachers and support staff on SEN	Review the needs of children with specific issues, provide relevant training	Headteacher, Teachers, Support staff	Medium	Termly	
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teachers, support staff	Short	Termly	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all pupils have full access to trips and extra curricular activities.	Risk assessment prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities. Continue to review policy on supporting children in school with medical needs	Headteacher, SLT, EVC, Teachers	Short	When appropriate.	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Headteacher, SLT, EVC, Teachers	Short	When appropriate	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
On request to review information to parents/carers to	Ask parents/carers about access needs when a child is admitted to the school.	School administrator	Short	Ongoing	

ensure it is accessible	Ask parents/carers and children about access to information in review meetings				
Website is compliant with all statutory information available and up-to-date	Review website termly and update information accordingly	SLT	Medium	Ongoing	