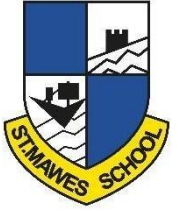


St Mawes Primary School Accessibility Plan 2024-25

Reviewed September 2024



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.

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.

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.

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 budgetreview 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 identified 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 |
| Disabled access to be considered for all events in school or community building. | Ongoing discussion with staff when co-ordinating events. | Staff organising event Head of school/ senior leadership | Long term | Ongoing | |
| Classrooms are adapted to ensure access to all areas | Ensure classrooms, corridors and communal spaces are free of clutter with regular clearances to review items kept. | Staff | Long term | Ongoing | |
| Ensuring appropriate colour schemes when creating displays to benefit pupils with visual impairments. | Ensure displays have appropriate background, font size and accessibility. | Staff Maintenance Team Head of school/ senior leadership | Long term | Ongoing | |

| | | | | | |
|--|--|------------------|-----------|---------|--|
| Step edges are highly visible for pupils with vision impairment. | Install tread highlighters to step edges and regular maintain. | Maintenance Team | Long term | Ongoing | |
|--|--|------------------|-----------|---------|--|

Ensuring inclusion in the school community

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
|---|--|---|-----------------------------------|-------------------|--------------|
| Parents have access to staff and other staff members when they need to speak with someone | Open door policy. Staff and parents know systems for booking appointments. Regular newsletters. Staff 'who's who' on school website. | All staff | Long term | Ongoing | |
| Ensure access to resources such as books and other written material is of a suitable font and size and printed on paper colour as required. | Use of big books, photocopying of written sheets in a suitable font and size. Check resources such as number lines, word banks etc are accessible. | Staff Head of school/ senior leadership | Long term | Ongoing | |
| Ensure all trips are accessible to all pupils irrespective of attainment or impairment | Planning and risk assessments for trips must consider all pupils need and provision made for pupils who need support | Staff Head of school/ senior leadership | Long term | Ongoing | |

Access to the curriculum - statutory

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
|------------------------------|---------------------------------|------------------------|-----------------------------------|-------------------|--------------|
|------------------------------|---------------------------------|------------------------|-----------------------------------|-------------------|--------------|

| | | | | | |
|---|---|-----------|--|---------|--|
| Regular training for all staff | Continue to access CPD and training as needs identified. | All staff | Long term | Ongoing | |
| Expand staff skills in non-verbal communication | Staff trained in Makaton to share training with other staff. Ensure new staff receive training. | All staff | Long term | Ongoing | |
| School clubs and out of school activities to ensure reasonable adjustments have been made for the participation of a range of pupils. | Risk assessments to be undertaken and forward planning to consider the needs of individuals | All staff | Long term (revisit as club types change) | Ongoing | |

Access to information, advice and guidance - statutory

| Accessibility Outcome | Action to ensure Outcome | Who responsible | Long, medium or short-term | Time Frame | Notes |
|--|--|---|-----------------------------------|-------------------|--------------|
| Ensure all reports from external agencies are shared with relevant staff and families. | Aspire leads, Head of School and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals. | Aspire leads, Head of School and SENDCo | Long term | Ongoing | |