



Accessibility Plan 2020

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.

Contextual

The school is housed in a range of 6 single storey buildings. In each year group there is at least one classroom accessible by a flat or ramped access.

There is a disabled toilet in the main building.

Public areas of the school have double doors or doors that are wide enough for a wheelchair. In each year group there is at least one classroom accessible through double doors or doors that are wide enough for a wheelchair

All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Medical Needs and Speech Language and Communication Difficulties. When children enter school with specific disabilities, the school contacts the local authority professionals for assessments, support and guidance for the school and parents.

We are an Inclusive Dyslexia Friendly School. Our SEN team includes two SENCo's, an Autism Champion, a Speech and Language Therapist and a Nurture Support Assistant. We work with a range of professionals including the Cognition and Learning Team, occupational therapists, physiotherapists and educational psychologists to meet the needs of individual pupils. All staff receive regular training and support to meet these diverse needs. We have a growing suite of documents for staff to help them support parents and children these include sensory needs, autism and attachment.

We have some children who have asthma, allergies and food intolerances. All staff are aware of these children. Inhalers are kept in classrooms and a record of use is noted.

All medical information is collated and available to staff (class and lunchtime staff as well as office staff).

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication is administered by a First Aider, witnessed by another member of the school staff and recorded.

All activities including After School Clubs, performances and educational visits at our school are open to all pupils currently on roll.

We use a sans serif font and blue on white for documents used with children and for parents to improve readability. We use cream for labels and coloured backgrounds on interactive whiteboards. The vast majority of our range of reading books are wide spaced, sans serif and have coloured backgrounds on pages.

Financial Planning and control.

The headteacher, SLT and the finance committee review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term
<p>Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, or school visits;</p>	<p>Accessibility plan is regularly discussed at Governing Body meetings with advice from the SENCo team</p> <p>Ensure that all curriculum policies consider the implications of disability access.</p> <p>When reading books are replaced ensure sans serif font books are included.</p> <p>As part of the Plan, Do, Review cycle for pupils with individual needs physical aids and adaptations to access education are considered.</p> <p>Individual needs are considered in the planning of all educational visits and necessary reasonable adaptations made- including staffing.</p>	<p>Governing Body- Curriculum</p> <p>SENCo's Subject leaders</p>	<p>Ongoing</p>
<p>To ensure that, where possible, buildings and grounds are accessible for all children and adults</p>	<p>Accessibility plan is regularly discussed at Governing Body meetings with advice from the SENCo team</p> <p>Referrals to and advice from the Cornwall Physical Disabilities Team and the Occupational Therapy teams.</p>	<p>Governing Body- Buildings</p> <p>SENCo's SEN Governor</p>	<p>Ongoing</p>

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term
	Audit of accessibility to building and grounds to be carried out. Suggest actions as budget allows		
To improve staff awareness of SEN, Equality and disability issues	<p>At least annual SEN staff meetings.</p> <p>SEN updates to each full governing body meeting.</p> <p>Staff involved in person centred reviews as part of the plan do review cycle for pupils with individual needs.</p> <p>Increase and update our growing suite of documents for staff to help them support parents and children to include Downs Syndrome, Dyslexia, DLD</p>	<p>SENCo's</p> <p>SEN Governor</p>	<p>Ongoing</p> <p>2019-2020 Academic Year</p> <p>Leaflets for Staff Downs Syndrome, Dyslexia, DLD</p>
To ensure that all parents and other members of school community can access information	Written information will be provided in other formats as necessary and on request e.g. large print, coloured paper.	<p>SENCo's</p> <p>Administration staff</p>	Ongoing