



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 wherever practicable.

Landewednack Accessibility Plan 2025-2026

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.

Our Aims:

The school plans to increase accessibility of provision for all students, staff and visitors to the school. The main priorities will be in the following three areas:

Ensuring equity of access to the school curriculum

Improving access to the physical environment of the school

Improving the delivery of written information to all

This action plan comprises of an audit of current provision in each of these areas and a plan for required action. Any plan of action carried out will be agreed and overseen by the Head teacher, LMC and the Trust.

Increasing Access to the school curriculum

Accessibility Outcome	Action to ensure outcome	Who responsible	Time frame
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice. All staff to focus on identifying and removing any barriers for learning.	Regular SEN staff meetings updating advice and planning for individual need. Advice and written reports from external agencies. Whole School INSET record. Individual CPD record. Regular ILP reviews, pupil and parent voice.	SENCo and HT	Ongoing
		All staff	Ongoing
TAs to work closely with and support pupils with physical disabilities.	TAs appointed in school. Specialist training as required. Advice is sought and provided by outside agencies as required.	SENCo and HT	As required/ongoing
Pupils with emotional, social and behavioural difficulties are supported in school.	SENCo registered Thrive Practitioner – timetabled individual Thrive sessions when needed. Members of staff TIS Trained. All staff to have initial Thrive training session delivered by SENCo. Individual sessions with private Counselling service when required. Individual sessions with Play Therapist if required.	SENCo and HT	Ongoing As required
Classrooms are optimally organised for disabled pupils.	Staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment. Consider changing rooms if necessary to meet the needs of disabled pupils.	All staff	As required

<p>Lessons are differentiated and provide opportunities for all pupils to achieve, i.e. supported by TAs and have varied chances to work within pairs, small groups and as individuals.</p> <p>Teachers make adaptations to the curriculum at the planning and implementation stage to ensure equity for all.</p>	<p>Lesson plans Individual Learning Plans</p> <p>Adaptations to curriculum at planning stage scaffolding</p>	All staff	Ongoing
<p>All pupils are encouraged to take part in music, drama and physical activities.</p>	<p>Full inclusion plus extra-curricular clubs, school visits, concerts, performances etc. Continue to implement personalised learning when appropriate. Risk assessments to be undertaken if necessary. Specialist equipment if needed. Provision for wheelchairs etc.</p>	All staff plus adults running clubs Dance-fit clubs	Ongoing
<p>Staff recognise and plan for the additional time and effort needed by some pupils including using equipment, slower writing speed, more time needed to move around the school.</p>	<p>All staff aware of needs & detailed in planning/ILPs. Appropriate applications to be made for SATs –readers/scribes/extra time. Continue to implement personalised learning when appropriate. Specialist equipment if needed.</p>	All staff	Ongoing
<p>ICT equipment provided and equipped with specialised hardware or software to allow access for disabled pupils.</p>	<p>Advice sought from Specialist Advisory Support Service when required. Large keyboard, joystick etc.</p>	SENCo and HT as required	When required
<p>Adaptation of class lessons and school timetable.</p>	<p>Advice sought from Specialists as to adaptations required within the school day. Teachers to adapt lessons</p>	SENCo /HT as required Support from K Golder TPAT	When required

	using the 'Adaptations' document at planning stage		
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Improving access to the physical environment of the school

Accessibility Outcome	Action to ensure outcome	Who responsible	Time frame
<p>The entrance to the school is fully accessible.</p> <p>Access intercom is low enough for wheelchair users.</p> <p>The layout of areas such as classrooms, playground & field allows access for all pupils.</p> <p>Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs, and steps.</p>	<p>The doors are wide enough to accommodate a wheelchair and on one level.</p> <p>Ramps are in place leading to main entrance and also between main part of school into Library Area and into classrooms.</p>	<p>HT and Trust</p> <p>HT and Trust</p>	<p>Ongoing checks</p>
<p>The school site has a high fence erected around the boundary apart from the main gate which is also the gateway to our staff carpark.</p>	<p>Security around the main gate in order to ensure safeguarding requirements are met on entrance to the school, whilst still allowing access for staff and parking.</p>	<p>HT and Trust</p>	<p>Ongoing checks</p>

Access between classrooms is good.	All doors wide enough and freely accessible.	HT and Trust	Continual
Pathways around school are safe and well signed.	Good signage, clear corridors, good lighting.	HT and Trust	Continual

Parking arrangements for all are logical and safe.	Parking for staff cars immediately outside the main door. Parents encouraged to use the car park on the Village Green and walk to school. Creation of a designated disabled parking space outside of the main building.	HT and Trust HT and Trust	Continual To discuss Autumn 2025 (logged in H &S visit) Review annually
Emergency and evacuation procedures known by all staff and all children.	Regular fire alarm checks. Regular fire drills with whole school. Hearing impaired and disabled children escorted by designated adult.- Child's class teacher to take responsibility or designate to a NAMED PERSON in the case of absence.	HT and all staff	Continual When children on role PEEP in place for 2 children Fire Wardens aware and involved
Disabled toilet facilities are fit for purpose.	Disabled toilets (nursery & school) to be kept free of clutter and assessed for suitability of use.	HT and TRUST	Continual
Signage around the school is clear and informative.	Signs are clearly written, undamaged and unambiguous.	HT and TRUST	Continual

School décor takes account of pupils with any sensory difficulty.	When parts of school are decorated consider pupils with autism, visual difficulty and epilepsy. Seek advice from SEN Services as to colour schemes. Keep displays minimal and clutter free.	All staff	When required
Noise reduction in classrooms considered to aid acoustics.	Hearing impaired pupils to sit in an appropriate place in the classroom. Carpets in most areas. Induction loop fitted if required. Noisy equipment assessed.	HT, all staff and TRUST	As required
Furniture and equipment selected and located appropriately.	Advice sought for low-level sink, writing slope, adjustable tables etc.	HT, all staff and TRUST	As required

Improving access to written information

Accessibility Outcome	Action to ensure outcome	Who is responsible	Time frame
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g, positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.	Advice sought when required. Staff meetings when needed. Classroom observations.	HT/ SENCo	When required.
The school to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who	Liaise with support services for advice when needed.	HT/SENCo	As appropriate and when requested.

<p>may have difficulty with the standard printed format.</p> <p>Website regularly updated and weekly newsletter presented online or in printed format if requested.</p>	<p>SENCo to ensure pupils and parents with any difficulty with standard format are identified.</p> <p>School to also find out how many school reports each family requires in July.</p>	<p>HT and Admin staff</p>	<p>Continual.</p>
<p>The school ensures that in lessons and parents' meetings information is presented in a user-friendly way, e.g, by reading aloud, using PowerPoint presentations etc</p>	<p>Interactive whiteboards in all classrooms and in the hall for presentations and meetings.</p>	<p>All staff</p>	<p>As required.</p>