Accessibility Plan 2026 – 2027
St Keverne Primary School

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, mental, cognitive or sensory condition that limits a person's ability to engage in certain tasks, actions or typical day-to-day activities.

Key Aims

To ensure pupils/students with a disability 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 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 Hub Councillors 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.
- Our 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

- Our school curriculum is designed in an inclusive manner where-by all pupils can access the learning at their own level.
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupil are able to access.
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.

- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School and SLT 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**
To ensure all staff are aware of the requirements of the Equality Act	The Equality Act will be discussed during staff and governor meetings and form part of new staff inductions.	Head of School	Long term	Autumn Term	Education guidance around Equality Act shared with staff and displayed in Staffroom.

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**

Emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components? Individual PEEP'S for	Alarms are auditory only. Hearing impaired/disabled children would be escorted off premises by designated adult. Individual PEEP'S for SEND children requiring support to evacuate.	All staff	Long Term	Ongoing	
Classrooms are adapted to ensure access for all areas/students with sensory needs.	Ensure all classrooms, corridors and school hall are kept clutter free and regular clearances happen to reduce items collected over the term. Staff to continue to develop the use of sensory auditing to ensure the needs of all pupils are met. e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	All staff All staff	Long Term Long Term	Ongoing Ongoing	

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure there is personalised, and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities.	Ensure trips, play times and after-school activities are accessible to all pupils. Ensure the planning phase of trips and visits considers the needs of pupils with SEN. Individual risk assessments and support plans.	All staff	Long Term	Ongoing	

Parents can access teachers and other staff members when they need to speak to someone.	School has an open-door policy. Ensure all parents and staff are clear on the system: Parents phone the school to book an appropriate time when the staff member can phone them. Emails between staff and home are shared via Arbor.	All staff	Medium Term	Ongoing	

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Regular and updated staff training.	Termly SEN staff meetings. Training courses and INSET CPD based on identified training needs.	SENDCo Head of School and Curriculum Leads	Long Term	Ongoing	
All children can access learning resources.	CPD around appropriate scaffolding tools / strategies and adaptation. CPD around appropriate communication strategies (e.g. visuals, Makaton). Strategic deployment of staff.	SENDCo Subject leaders Curriculum leads	Long Term	Ongoing	Monitored through observations, learning walks, IEP reviews and pupil progress meetings.
Pupils with SEND have access to appropriate information technology to support learning and communication.	Pupils to be provided with iPads, Laptops and any other technological device which will support their learning needs.	SENDCo SLT ICT Lead	Long Term	Ongoing	Communicate with IT Aspire Team around types of technologies to support learners.

	CPD for staff around how to use technology to support learners with SEND.				
Out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable participation of the whole range of pupils.	Risk assessments undertaken where appropriate. Forward planning and liaison with pupils/parents e.g. Year 6 residential. Providers comply with legal requirements.	SENDCo SLT			

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	