

Lostwithiel Primary School

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.

Accessibility Plan 2024-2025

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.

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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.

- Students with disabilities will access the curriculum supported by the school's SEND, SLT and teaching team. Parents and young people will be central to this process and the wishes of parents, and the needs of the individual will inform provision.
- The school curriculum is regularly reviewed by the Senior Leadership team together with the school SENDCo and Curriculum Subject Leaders, to ensure that it is accessible to students of all levels and abilities and is adapted for each student's need.

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- We aim to ensure that all resources and SEND provisions are used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential.

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.

Our target is to ensure that all classrooms and learning environments are accessible to all pupils. We use DDA guidelines to monitor all areas of the school site to check access and set actions to improve access. Adjustments are made and planned on individual need within appropriate timescale. Monitoring, target setting and plans for improvement are written in conjunction with the Accessibility Plan Toolkit from the Local Authority.

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.

Our target is to ensure that all written information is accessible to disabled pupils and available in parents' preferred formats. Adjustments are made and planned on individual need within appropriate timescale. Examples might include:

- Adjusted handouts, timetables, textbooks, translators, dual language texts
- Larger print, Braille, audio links, coloured overlays
- Dyslexic friendly fonts, pastel backgrounds, low contrast PowerPoints, double spacing
- Personal voice to text devices, recording devices, online documents saved in an accessible format

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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

1. Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Compliance with the Equality Act 2010 is consistent with our setting's aims and equal opportunities policy and SEN information report.	Training for SENDCo	Headteacher CELT SENDCo lead CELT Safeguarding Lead	Short term	Spring 2025	
Our staff recognise their duty under the Equality Act 2010	Whole staff training	Headteacher SENDCo	Short term	Spring 2025	
In performing their duties governors have regard to the Equality Act 2010	Governor training	Headteacher SENDCo SEN governor	Short term	Summer 2025	

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2. Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All classrooms are accessible to all pupils.	Initial site walk with site manager, using school audit tool. Detailed site walk with Estates manager, using LA audit tool. Prioritise and plan for improvements following audits.	SENDCo Site Manager Estates Manager	Long term	Autumn 2026	Initial site walk completed 22.11.24 All classrooms have wheelchair access.
All other indoor learning spaces are accessible to all pupils.	Initial site walk with site manager, using school audit tool. Detailed site walk with Estates manager, using LA audit tool. Prioritise and plan for improvements following audit.	SENDCo Site Manager Estates Manager	Long term	Autumn 2026	Initial site walk completed 22.11.24 All other indoor learning spaces have wheelchair access except TIS and individual play therapy room.
All outdoor learning spaces are accessible to all pupils.	Initial site walk with site manager, using school audit tool. Detailed site walk with Estates manager, using LA audit tool. Prioritise and plan for improvements following audit.	SENDCo Site Manager Estates Manager	Long term	Autumn 2026	Initial site walk completed 22.11.24 All outdoor learning spaces have wheelchair access except the field.
All toilets are accessible to all pupils.	Initial site walk with site manager, using school audit tool. Detailed site walk with Estates manager, using LA audit tool. Prioritise and plan for improvements following audit.	SENDCo Site Manager Estates Manager	Medium term	Autumn 2025	Initial site walk completed Priority areas: Disabled toilets handle and locks to be changed- lever handles

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					and contrast colours needed to be compliant Pull cords added to 2 toilets.
The canteen and dining hall are accessible to all pupils.	Initial site walk with site manager, using school audit tool. Detailed site walk with Estates manager, using LA audit tool. Prioritise and plan for improvements following audit.	SENDCo Site Manager Estates Manager	Long term	Autumn 2026	Initial site walk completed 22.11.24 The canteen and dining hall have wheelchair access.

3. Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Inclusion and access for all is a fundamental aspect of the ethos and values of the school.	Inclusion training for headteacher and SENDCo Inclusion training for school staff. Team 12 ND representative in place by Spring 25 SEND pupil voice each term	CELT Safeguarding lead Headteacher SENDCo	Short	Spring 2025	Inclusion training at DSL conference 15.11.24
External enrichment opportunities such as school trips and residential are inclusive and all pupils have access to external enrichment opportunities.	Plan out external enrichment visits for each class in a staff meeting. SENDCo to meet with individual teachers to discuss how children on the RON will be included. Class teachers liaise with SENDCo and parents to ensure inclusion and give information well in advance.	SENDCo Class teachers Headteacher	Medium (ongoing)	2024-2025	Visit/trip planning staff meeting held on 27.11.24

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	<p>Classteacher to liaise with external provider and parents as needed. Protocols are in place to ensure financial difficulties are not a barrier to enrichments, overseen by the headteacher.</p>				
<p>Internal enrichment opportunities such as school trips and residential are inclusive and all pupils have access to internal enrichment opportunities.</p>	<p>Teachers to plan internal enrichment opportunities linked to their topics at the start of each term. Class teachers liaise with SENDCo and parents to ensure inclusion and give information well in advance. Protocols are in place to ensure financial difficulties are not a barrier to enrichments, overseen by the headteacher.</p>	<p>SENDCo Class teachers Headteacher</p>	<p>Medium (ongoing)</p>	<p>2024-2025</p>	
<p>After school clubs are inclusive and all pupils have access to afterschool clubs.</p>	<p>Inclusion training for after school club staff. Administration staff to ensure sign up form is accessible to all parents. Admin staff to keep register of children attending and share with SENDCo and headteacher. SENDCO to liaise with afterschool club staff to plan for adjustments to ensure inclusion for all.</p>	<p>After school club staff. SENDCo Admin staff Headteacher</p>	<p>Medium (ongoing)</p>	<p>2024-2025</p>	
<p>PTA events are inclusive and all pupils have access to PTA events.</p>	<p>Inclusion training for after parent volunteers. Headteacher to review proposed PTA events to ensure inclusion for all.</p>	<p>Headteacher</p>	<p>Short</p>	<p>Spring 2025</p>	

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Accessible signage is used throughout the setting environment for all activities and events.	Initial site walk with site manager, using school audit tool. Detailed site walk with Estates manager, using LA audit tool. Prioritise and plan for improvements following audit, using calendar of events in school.	SENDCo Site Manager Estates Manager	Long	Autumn 2026	Initial site walk completed 22.11.24 Signage is not fully accessible at present.
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4. Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The curriculum is inclusive and all pupils have access to the curriculum.	Regular and updated SEN training for whole staff to include inclusion and adaptations to the curriculum. SENDCo, headteacher and subject leads to monitor inclusion and adaptations half termly. Termly APDR meetings with parents. Pupil APDR involvement is under review.	SENDCo	Ongoing Termly	INSET calendar set at the start of each term.	Pupil voice review spring 2025, led by SENDCo.
Teachers plan for and include all learners in their curriculum delivery.	Regular and updated SEN training for whole staff to include inclusion and adaptations to the curriculum. SENDCo, headteacher and subject leads to monitor inclusion and adaptations half termly. Termly APDR meetings with parents. Pupil APDR involvement is under	SENDCo	Ongoing Termly	INSET calendar set at the start of each term. Pupil voice	Pupil voice review spring 2025, led by SENDCo.

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	review.			review spring 2025	
SENDCo and teachers plan, adapt and adjust lesson content and delivery to ensure all learners with SEN can access the curriculum. make good progress.	Regular and updated SEN training for whole staff to include inclusion and adaptations to the curriculum. SENDCo, headteacher and subject leads to monitor inclusion and adaptations half termly. Termly APDR meetings with parents. Pupil APDR involvement is under review.	SENDCo	Ongoing Termly	INSET calendar set at the start of each term.	Pupil voice review spring 2025, led by SENDCo.
The progress for pupils on SEN support or with an EHC plan is as good as that made by pupils with SEN nationally.	SLT to review data termly in progress meetings. Teachers to facilitate and review interventions for targeted groups and individuals following data reviews. SENDCo to review data termly in CELT (MAT) network meetings. SENDCo and headteacher to strategically plan support and track progress for targeted groups and individuals following CELT data reviews	SENDCo Headteacher SLT Teachers	Ongoing Termly	Data review calendar set at the start of each term.	
Homework is accessible to all.	Homework follows a set schedule. Hard copies are given to all parents. Support is available online. Laptops are available. SEN children are supported in school to complete homework. Current policy is under review.	Teachers	Ongoing Weekly homework	Ongoing	Policy review summer 2025, following consultations with parents.

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Teaching staff and support staff are given time to plan for pupils who need a highly differentiated and individualised curriculum.	Teachers have once a term staff meeting time to set new APDR targets SENDCO and headteacher to plan release time for teachers/support staff who need to plan individual curriculums.	SENDCo Headteacher Teachers	Termly Ongoing	PPA calendar set at the start of each term.	
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5. Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All information, advice and guidance is accessible to disabled pupils.	SENDCo meets with pupils, parents and carers of pupils and other professionals currently on the RON to gather information on the preferred format of information and guidance. SENDCo supports teachers to ensure information about preferred formats is in place for pupils. SENDCo meets with pupils, parents and carers of pupils and other professionals new to the school before their starting date to gather information on the preferred format of information and guidance if they are to be placed on the RON prior to starting.	SENDCO	Ongoing as part of termly APDR cycles.	RON updated at the start of each term.	

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	SENDCo supports teachers to ensure information about preferred formats is in place for new pupils before they start.				
All information, advice and guidance is accessible in parent/carers' preferred formats.	Administration team communicate with parents/carers to gather information on the preferred format of information and guidance. e.g easy print, large print, symbols, audio.	Administration team	Ongoing	At the start of each academic year or before a new child transfers from another setting.	
The school website is presented in a family friendly way.	SENDCo to liaise with CELT central IT staff to ensure CELT accessibility guidelines are followed. SENDCo to meet with parent forum to gather parent/carer voice on website accessibility.	SENDCo IT team	Medium	Autumn 2025	
Information is available in a variety of languages.	Administration team communicate with parents/carers to gather information on the preferred language for information. Administration team liaise with IT for translation apps/software to produce information in the preferred language.	Administration team	Ongoing	At the start of each academic year or before a new child transfers from another setting.	
Families are signposted to One Stop Shops and libraries to access information and the Local Offer.	SENDCo to meet with Early Years SENDCo and administrative staff to update Local Offer and produce hard copy leaflets for welcome packs for parents.	SENDCo Early Years SENDCo Administrative team	Medium	Autumn 2025	

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