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 **Port Isaac Primary Academy Accessibility Plan**

**Accessibility Plan 2025 - 2027**

**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.*

• Our school offers an adapted curriculum for all pupils and a differentiated curriculum for those who require it

• We use resources tailored to the needs of pupils who require support to access the curriculum

• Curriculum resources include examples of people with disabilities

• Curriculum progress is tracked for all pupils, including those with a disability

• Targets are set effectively and are appropriate for pupils with additional needs

• The curriculum meets the needs of all pupils

**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.*

• Accessible classrooms

• Parking bays that have enough space for a car with disability requirements

• Disabled toilet and changing facilities

**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.*

• Internal signage

• Large print resources

• Pictorial or symbolic representations

• Consideration of where resources are sited for access and visibility

**Financial Planning and control**

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

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| **Increasing Access for disabled pupils to the school curriculum** |
| **Outcome** | **Current Good Practice** | **Action to ensure outcome** | **Who is responsible** | **Long-term / medium term/ short-term** | **Time Frame** | **Notes** |
| All pupils receive a rich and broad curriculum that providesdiversity and equality and meet the needs of all learners.SEND learners make good or better progress in line with all students nationallyClear and well-defined interventions improve the progress andattainment of all learners.Staff training to support SENDpupils – with a focus on keyareas of need within theSchool: SLCN, SPLD, Neurodiversity, Dyspraxia. | Our school offers an adaptedcurriculum for all pupils.We provide resources andinterventions that are tailored to the needs of pupils who requiresupport to access thecurriculum.Curriculum progress is trackedfor all pupils, including thosewith a disability.Targets are set effectively andare appropriate for pupils withadditional needs.SEND pupils access all extra-curricular clubs and trips.  | SLT to monitor and review thecurriculum offer and focus onprovision for SEND pupils includingadaptation.Head/SENDCo to audit interventionsand their success/impact andbenchmark with other MAT schools.SENDCO / MAT SENDCO to review and assess first wave quality teaching & lead staff training of the 5 a day adaptive teaching principle. MAT SENDCO / SENDCO to review staff training and create a CPD Programme for key members of staff.  | SENDCO / MAT SENDCO / Head Teacher | Long-term | Termy review |  |
| **Improving access to the physical environment of the school** |
| **Outcome** | **Current Good Practice** | **Action to ensure outcome** | **Who is responsible** | **Long-term / medium term/ short-term** | **Time Frame** | **Notes** |
| All classrooms and learning environmentsare accessible to all pupils. Monitor access to thebuildings for all pupils, staffand visitors.Wheelchair access is provided to areas of the school required for disabled pupils. **The Elliott hut is not accessible for wheelchair users.** (reviewed if needs of pupil changes)  | The environment is adapted tothe needs of pupils as required.This includes:Corridor/ door widthParking with suitableaccessDisabled toilets andchanging facilitiesRisk assessments for all pupilswith disabilities. (when required)  | Yearly review of main areas to beconsidered with regular dailymonitoring to ensure that school has suitable access for staff and pupils. (This will be reviewed if a need changes or a new pupil/member of staff becomes a member of the school community)  | SENDCO / MAT SENDCO / Head Teacher | Long-term | Ongoing  |  |
| Improving the delivery of written information to disabled pupils |
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| Improve the delivery ofinformation in writing in anappropriate format to suitindividual needs.Review information to parents/carers to ensure it isAccessible. Review information to parents/carers to ensure it isaccessible. | Our school uses a range ofcommunication methods toensure information isaccessible. This includes:- Internal signage- Pictorial or symbolicRepresentations - Consideration of whereresources are sited foraccess and visibility.  | Ensure all pupils have access to resources and written formats thatsupport their needs – develop use of large print resources, braille and pictorial / symbolic representations on signage throughout the school. Provide information and letters in clear print in clearly written English. School office will supportand help parents to accessinformation and complete school forms.Develop staff awareness ondyslexia, ASD and accessibleinformation. | SENDCO / MAT SENDCO / Head Teacher | Long-term | Ongoing  |  |

**Site Actions from Accessibility Walk/Audit 2024 -26 Working Document**

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| Action | By Whom | Due Date | Completed |
| Review signage across the Campus. Take into consideration VI staff and students | EW/ED/LG | 31-12-2025 |  |
| Identify loose paving/trip hazards across the site | EW/ED/LG | 31-12-25 2025 |  |
| Monitoring needs of Hearing Loops – may need to fit  | EW/ED/LG | 31-12-25 |  |
| Review accessibility to the Forest & The Cliff  | EW/ED/LG | 31-12-2025 |  |
| Fire Evac plan – to review for needs of all pupils.  | EW/ED/LG | 31-12-25 |  |
| Checks all external access points to buildings are suitable for use | ED/EW/LG | 31-12-25 |  |
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