



# **Alverton Primary School**

## **Accessibility Plan 2023 – 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.

### **Increasing Access for Disabled Pupils to the School Curriculum**

- Both staff expertise and the environment enable all pupils to access the full curriculum and maximise their progress from their individual starting points.

### **Improving Access to the Physical Environment of the School**

- Accessible signage is used throughout the site.
- External and internal environments are accessible for those who are hearing or visually impaired.
- An alternative method of safe access is provided to the lower playground.

### **Improving the Delivery of Written Information to Disabled Pupils**

- Information provided is accessible to all.

### **Financial Planning and Control**

The Headteacher and the governing body will review the financial implications of the Accessibility Plan as part of the normal budget review process.

## Alverton Primary School Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
Access to the Physical Environment – Statutory					
Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
There is improved toilet / hygiene provision for children with SEND needs.	New changing area needed in the EYFS to enable some pupils who are not toilet trained due to their SEN needs to use these changing facilities. The current hygiene facilities are in the men's toilets; alternative facilities are needed.	Headteacher Inclusion Lead SENDCo	asap	Changing area created October 2023 We have now designated a medical / SEND toilet facility and moved the men's toilet elsewhere.	
Calm low sensory areas are available in the school.	Consider how to utilise existing spaces to provide a room / area that could be used as a sensory space. Develop a sensory area.	Headteacher Inclusion Lead SENDCo	Summer 2025	New sensory room has been set up and is accessed by those children who need it. Our SENDCo is based there.	
Emergency and evacuation systems are accessible to all	The nursery fire alarms are visual as well as audible.	Headteacher Caretaker Nursery Lead	Spring 2025	Visual fire alarms in the Nursery have been identified as part of our fire risk assessment as work to be done.	
Accessible signage is used throughout the site.	Accessible signage is used as needed at key events. Consider whether additional signage is needed for the car park. Consider whether we need to provide alternative forms of providing information / signage (eg audible, tactile).	Headteacher / Caretaker Office Staff	Spring 2025	We have reviewed our signage around the school to ensure that this is sufficient and clear. We do not currently have any members of the school community who would need alternative forms of signage but will action this if and when we do.	

Ensure that staff who need to use the lift understand how it functions.	Ensure that staff working with children who need to use the lift have adequate training in its use (when applicable)	Caretaker Inclusion Lead SENDCo	As needed	We currently have no pupils who need the lift but training would be provided if we do.	
Access to the site from the main car park is suitable for all users including those with disabilities.	Regular monitoring of the slope from the car park to ensure that leaves and other debris are cleared on a regular basis to prevent slip and trip hazards.	Caretaker	Ongoing	This is regularly checked by the caretaker.	
Are ramps and steps adequately lit?	Consider whether ramp in additional carpark is adequately lit. Nosings to be repainted yellow as needed.	Headteacher Caretaker	Spring 25	This has been considered and sent to TPAT. Nosings not needed this year – carry forward	
<b>Ensuring Inclusion in the School Community</b>					
Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
Targeted, small group and/or individual activities are delivered to improve self-esteem, confidence and social skills	If budget allows looking to employ a HLTA to deliver Forest Schools. Small music groups from January 2025 to further enhance pastoral provision. Consider ways to use the outdoor space to enhance their day for pupils who find day-to-day school life difficult (25-26). Work with external professionals (eg from Morrab Gardens) to support this (25-26).	Headteacher SLT AC	Spring 25	We have employed a HLTA to lead Forest School sessions, along with NS, for all classes from Y1 – Y6 as part of PPA provision as well as to provide additional, targeted support for individuals. Budgeting and cover requirements meant that it was not possible to have many small music groups sessions so, this year, we have added to our extra-curricular offer at lunchtimes to provide this for some targeted pupils.	
<b>Access to the Curriculum – Statutory</b>					
Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
Staff are trained to enable full access to the curriculum for all pupils.	Provide a range of training in relevant areas of SEND. Continue to ensure that opportunities are taken for staff to update / undertake training to support pupils' individual	Headteacher Inclusion Lead SENDCo	Ongoing	Many different training opportunities regarding SEND for all staff, ensuring	

	needs, especially focusing on those staff who work directly with these children. Ongoing guidance from specialists eg physiotherapists, OT, behaviour support etc. Ensure support staff regularly access CPD programme provided by TPAT from January 2026.			that we provide the best possible support and provision for all our pupils. Examples of this would be the Early Years SENDCo qualification, autism champion training, emotion coaching training for nursery staff, and training for all staff about ASD and about the use of SEND visuals. Training has been provided as part of the PINS project in neurodiversity. Staff have accessed support from the Autism specialist team as well as other external professionals. Continue as an ongoing priority.	
Access to Information Advice and Guidance – Statutory					
Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes	RAG
Information provided is accessible to all.	As needed: Ensure the availability of written material and documentation in alternative formats including for those with visual impairments. Be aware of the services available through the LA for converting written information into alternative formats, including for the visually impaired. Particularly consider those families for whom English is an additional language.	Headteacher Deputy Head SENDCo Office staff	As required	This is “as needed” and we are aware of where to go for support. We are in contact regularly with Cornwall Council and the services they provide to ensure children for whom English is an additional language access the full school offer and that their parents are kept informed. Ongoing.	