



**Truro and Penwith
Academy Trust**



St Erth Primary School

Accessibility Plan 2020-23



Caring, Sharing, Preparing for Life

Date Written	Jan 2017
Reviewed On	Every 3 years
Last Review	July 21
Next Review Date	Jan 24
This policy has been reviewed and adopted by LGB	
Date: 12 July 2021	

St Erth CP School

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school will work with TPAT to develop any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association. As part of Truro and Penwith Academy Trust

4. Monitoring arrangements

Last reviewed June 2017

Next review June 2020

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

3. Action plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete action plan	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • St Erth School offers a differentiated curriculum for all pupils • 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 is reviewed to ensure it meets the needs of all pupils • The school site is accessible to all with wheelchair access to all rooms and buildings. 	<p>Accessibility reviewed regularly by teachers.</p> <p>Review and development of practice is pro-active not reactive, as far as possible.</p>	Review of accessibility to become part of termly review of classroom practice.	Bill Coleman	July 2021	Termly monitoring throughout the year includes discussion about curriculum accessibility between the headteacher and teachers. This results in provision being adapted, where required, in a timely fashion, anticipating pupil need.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays 	Adaptations to the main school building are properly maintained and reviewed at regular intervals.	Building maintenance and compliance well managed to ensure adequate facilities are maintained.	Jane Culmer/Bill Coleman	Annually	Adaptations to the physical environment to meet the need of disabled users are well maintained.

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>The cabin is designed to be wheelchair accessible. When complete this must be reviewed and any need for further adaptations considered.</p> <p>In long term planning consider development of changing/washing facility to meet any potential future need. Consider how this may be funded quickly should need arise.</p>	Review of wheelchair access to cabin once complete.	Bill Coleman	Autumn 2021	The school cabin has sufficient adaptations to meet the needs of disabled users.
Improve the delivery of information to pupils with a disability	<p>St Erth School is able to use a range of communication methods to ensure information is accessible. These methods are able to be adapted to suit need. Methods include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Ensure that information on all pupil's communication needs is kept up to date to ensure needs are being met.</p> <p>The facility to adapt information to meet the needs of pupils is in place and able to be in place rapidly should a pupil requiring the facility join the school.</p>	SENCO to termly review communication needs and liaise with staff to ensure these are being met.	Karen Golder	Termly	Pupil's needs are met to ensure they

