

Accessibility plan

St Just Primary School



Date formally accepted by governors: December 2023

Date becomes effective: Immediately

Next review date: December 2026

Person responsible for implementation: Headteacher – Demelza Bolton

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

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.

At St Just Primary School, we believe that all children are entitled to receive a high quality of education regardless of their needs or disabilities. We understand that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both inside and outside of the classroom. All children and young people should expect to receive an education that enables them to experience success, achieve the best possible outcomes, develop as individuals and members of the community, be confident and able to communicate their own views and be ready to make a successful into secondary school and then adulthood.

This plan should be read in conjunction with the School Development Plan and outlines the proposals of Truro & Penwith Academy Trust and St Just Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Academy must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Academy and school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Academy staff
- External partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

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 supports 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school makes curriculum adaptations for pupils with individual needs in all subject areas. • There is a whole school curriculum adaptations document and also cohort specific documents that take into account the particular needs in each class. • We use resources tailored to the needs of pupils who require support to access the curriculum. • 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 continuously reviewed to make sure it meets the needs of all pupils. • Calm low sensory areas are available in the school. • Awareness days / weeks ensure that all pupils have knowledge of different individual needs e.g. dyslexia etc. 	<ul style="list-style-type: none"> • Development of curriculum resources to include more examples of people with disabilities. • Develop staff members relevant skills to support pupils with SEND through training. • Develop the use of IT to support SEND pupils' access to learning. 	<ul style="list-style-type: none"> • Audit to be undertaken of curriculum resources and any gaps identified. 	SENCo	July 24	Curriculum resources include examples of people with disabilities.
			<ul style="list-style-type: none"> • Audit of skills undertaken and gaps identified. • Training planned and delivered. 	SENCo	Ongoing	All staff will have the relevant knowledge and skills to effectively support pupils with SEND.
			<ul style="list-style-type: none"> • Roll out of the Advantage Project with evolving strategies to better support pupils with SEND. 	Y5 and Y6 teachers.	July 24	SEND pupils in Y5 and Y6 have different online tools to help them access and reinforce their learning and also to demonstrate what they know, can do and understand.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Talking tins with recorded information • Use of dyslexia friendly fonts • iPads that can read text to you • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Consider pupils with a disability when developing the use of iPads ensuring that their use as a tool for making sure information is accessible is paramount. • 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. 	<ul style="list-style-type: none"> • School staff work alongside colleagues in other schools, and also Academy leaders, to harness the use of iPads to support pupils with a disability. • Research to be carried out to ensure that if and when this service is needed we know where to go, 	<p>Y5 and Y 6 teachers / Academy leaders</p> <p>SENCo / Office staff</p>	<p>Ongoing</p> <p>July 24</p>	<p>iPads effectively support the delivery of information to pupils with a disability.</p> <p>School would be able to provide written material and documentation in alternative formats as required in a timely manner.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo / Head teacher.

It will be approved by the LGB.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy