



**Truro and Penwith
Academy Trust**



Pensans CP School Accessibility Plan 2023 -2024

Review Summary

Approved By:	Chair of Governors
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Next Review Date:	July 2024

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1. Purpose of the plan

The purpose of this plan is to show how Pensansl School 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. Inclusion and equality are at the core of our school community here at Pensans School. We believe that every child has the right to achieve their full potential no matter what their ability. Through our Disability Equality Scheme and this Access Plan, everyone in our school's community will be enabled to have their voice heard and be represented on issues that will remove barriers for the good of all, not just those with disabilities. We will be proactive in raising awareness of disability issues and in consulting pupils, parents, staff and governors. This will have a positive impact both for our current and future communities.

2. Definition of disability

A person suffers 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. Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long-term and substantial effect on student's everyday lives.

3. 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

4. Principles

- Compliance with the Equality Act is consistent with Pensans Schools 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,
- Pensansl School:
 - 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
- Pensansl School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

5. 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. The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum. Our curriculum covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. After school clubs and school trips are all fully inclusive and students with a disability will be catered for and actively encouraged to participate.

6. Improving access to the physical environment of the school

Pensans School is a purpose built building which has taken into account the need for access for all. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include a lift, ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting and blinds. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor co-ordination. The provision of a special piece of equipment or extra assistance will be made through the SEN framework.

7. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school available to disabled learners and adults. 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.

8. Financial planning and control

The Headteacher, SLT and the finance committee will review the financial implication of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan 2023_24

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
To ensure all staff are aware of the requirements of the Equality Act	The Equality Policy will be discussed during staff and governor meetings and form part of new staff inductions	NA	Short term	ongoing	

Access to the physical environment – statutory					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Parent parking – to encourage use of parent car parks, drop off zones and walking to school to alleviate problems on the road	Staff Car park to be shut between set times to ensure a safe space for pupils and families before and after school.	NA	Medium term	ongoing	
Reviewing classroom areas and furniture	Regular monitoring will ensure that all workspaces and classrooms are accessible and that all furniture is fit for use and purpose.	NA	Long term	On going	New classroom furniture purchased Spring 2023 (tables & chairs)
To provide a permanent height adaptable changing facility and ceiling hoist in the disabled toilet	As part of refurbishment in KS1 area of school	NA	Medium term	Summer 2023	ARB facility

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Staff training to ensure that any pupils with a SEND have their needs met	Staff training on social communication difficulties. Ensure staff are confident in strategies to help pupils with dyslexic tendencies. Re-accreditation of Dyslexia Friendly School status to be obtained . Access services such as Educational Psychologist when needed.	SENDCo JA/ NA	Long term	Ongoing	Re-accreditation of IDFS on track to be completed Autumn 2023/Spring 2024
Physical Education – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.	Regular meetings to ensure all are aware of any type of physical or emotional need in any pupil. Access REAL PE for adaptations for their lessons.	SENDCo JA / HC/NA	Long term	Ongoing	
Access to appropriate ICT – to ensure appropriate IT equipment and programmes are available to support learning.	Appropriate programmes purchased/downloaded for laptops to aid learning. I pads for the children to use in class and apps to aid spelling etc for dyslexic pupils. Speech recognition software such as Dragon Speak to be used for children who require it.	SENDco JA / NA	Long term	Ongoing	Leased iPads being returned Summer 2023. Purchase of iPads from DfC to be considered by Governors
Adaptation of class lessons and school timetable – to enable all children to access learning.	Staff will liaise with SENCO/Headteacher and relevant support agencies when a pupil will benefit from a reduced timetable or sensory breaks within the school day.	SENDco JA / NA	Long term	Ongoing	

Access to information advice and guidance – statutory					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, Medium or short-term	Time Frame	Notes
Website- signposting advice for parents/carers	The Website will be updated regularly and a new section will be developed to include information on how the school supports emotional wellbeing.	NA / CSE	medium	Spring 2024	
Information in a variety of formats	The school will explore how to make information available in different formats, such as large print, easy read, audio, English as a second language.	NA / CSE	medium	Spring 2024	