



Truro and Penwith
Academy Trust

Pensans Primary School

Accessibility Plan 2026-29



Date Written	April 2026
Reviewed On	Every 3 years
Last Review	September 25
Next Review Date	April 2029
This policy has been reviewed and adopted by LGB	
Date: May 2026	

Pensans 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

3. Monitoring arrangements

Last reviewed April 2026

Next review April 2029

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

It will be approved by the Local Monitoring Committee (LMC- Governing body)

	<ul style="list-style-type: none"> • School visits and extra curriculum clubs are accessible to all pupils regardless of attainment or impairment. • Ensure that all staff planning off-site trips take into account individual pupil needs. • Staff to include accessibility provision for day trips and residential trips • Use of ICT in school is evidenced as improving access, in particular in upper KS2. For example, colored overlays on screens, ability for pupils to check back when they need on teaching materials, recorded verbal feedback, adapted texts delivered discreetly, voice recording, spoken text facility etc. • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability 	<p>Good practice in ICT to be extended throughout the school.</p> <p>Review and development of practice is pro-active not reactive, as far as possible.</p> <p>Review resources and supplement where necessary</p> <p>Use of INSIGHT</p>	<p>Clore Duffield Foundation funding school visits 25/26 & subsidised trips 26/27 to include ARB pupils</p> <p>Sharing of good practice in ICT to increase accessibility.</p> <p>Investment in Computing hardware is continued to increase and maintain access.</p> <p>Invest in e.g- No Outsiders – We Belong Here</p> <p>Invest in Evidence for Learning – ARB and high need pupils</p>	<p>Headteacher Class teachers</p> <p>Subject Lead (JR)</p>	<p>Termly</p> <p>Spring 2026</p> <p>Summer 2026</p>	<p>Children with disabilities feel that they are fully included in the curriculum</p> <p>All pupils have access to ICT hardware and adaptations that increase access as required.</p>
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	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs. Specific targets will be written for those on the register of SEND with appropriate scaffolding, adaptations, resources, strategies to ensure the curriculum is accessible to the child. Please refer too, to the SEND policy and Information Report. • The curriculum is reviewed regularly to ensure it meets the needs of all pupils. • Each curriculum area has a statement of Intent, Implementation, and impact and in each area of learning consideration has been given to how that curriculum area is made accessible to ALL learners. This may include additional resources, scaffolding of tasks, adaptation of environmental factors), adaptation to pace and timing etc. • Children with disabilities can learn alongside their peers as the school site is accessible to all with wheelchair access to all rooms and buildings. 					Children with disabilities make progress
Improve and maintain access to	The environment is adapted to the needs of pupils as required. This includes:	Adaptations to the main school building are properly	Building maintenance and compliance well managed to ensure	Office Manager (CW) and	Annually	Adaptations to the physical environment to meet the need of

the physical environment	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Hoists • Lift • Sensory room 	maintained and reviewed at regular intervals.	adequate facilities are maintained. Lift currently out of service to be reactivated if needed (Aut 26)	Headteacher (NA)		disabled users are well maintained.
To improve communication for children with communication needs (EAL / ASD)	<ul style="list-style-type: none"> • Visual timetables in place in each classroom,. • Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety. • Social stories are used regularly to help children with ASD understand key events/difficulties. • Use of Now and Next boards for individual children. • Traffic light lanyard symbols used where necessary. 	Adaptations to provide clear communication	These may look different from year group to year group as the children get older	SENDCO, Class Teachers, TAs	Annually	Pupils with language and communication needs supported and making progress
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • Pensans 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. Consideration is given by teachers for children with specific speech and language or processing where their communication needs vary. 	Ensure that information on all pupil's communication needs is kept up to date to ensure needs are being met. The facility to adapt information to meet	SENCO to termly review communication needs and liaise with staff to ensure these are being met.	SENDCo (JA)	Termly	Pupil's needs are met to ensure they can understand and act on information given.

	<p>Methods include:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Written or pictorial form to back up spoken information • Use of ICT. <p>Where needed, other specific communications will be used such as:</p> <ul style="list-style-type: none"> • zones or regulation • now and next boards • social stories • visual timetables • communication fans 	<p>the needs of pupils is in place and able to be in pace rapidly should a pupil requiring the facility join the school.</p>				
<p>Review of information to parents/carers to ensure accessibility</p>	<ul style="list-style-type: none"> • School office / Pastoral Lead to provide support and help to parents to access information and complete school related forms when required (offer to be incorporated to information disseminated) • Continue to review communication channels to parents to ensure that all can access information (use of website, email, text, social media, phone calls) 	<p>Accessible information for parents</p>	<ul style="list-style-type: none"> • Review all communications to ensure that 'simple' English is utilised and no acronyms are included 	<p>All staff, Pastoral Lead</p>	<p>Ongoing</p>	<p>Parents/carers able to understand communications from school</p>

<p>Ensure that information is available in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</p>	<ul style="list-style-type: none"> • When required and available, access to translators / sign language interpreters to be considered. 			<p>Headteacher</p>		<p>Parents/carers able to understand communications from school</p>
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