



**Bishop Cornish CEVA Primary School**  
**Accessibility Plan 2023-2026**

**Our Mission Statement:** To inspire through faith and love, that all may flourish.

*Those who do what is right will flourish like a palm tree,  
they will grow like a cedar of Lebanon;  
<sup>13</sup>planted in the house of the Lord,  
they will flourish in the courts of our God.  
<sup>14</sup>They will still bear fruit in old age,  
they will stay fresh and green,  
<sup>15</sup>proclaiming, "The Lord is upright;  
he is my Rock, and there is no *wrong* in him." Psalm 92 12:15*

The Christian values that we hold as a school permeate throughout all areas of school life.  
**Friendship, Perseverance, Respect, Compassion, Trust, Justice**

**Date Reviewed: October 2023**

**Next Review: September 2026**

**Headteacher Tracey Fletcher**

**Chair of Governors Tim Parkman**

## 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, o 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**

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.

All clubs are accessible to all children and provision is made with additional support to ensure children with a disability are full access to the curriculum.

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. 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.*

### **Financial Planning and control**

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

**Accessibility Action Plan**

<p><b>Compliance with the Equality Act</b></p> <p><b>Accessibility Outcome</b></p>	<p><b>Action to ensure Outcome</b></p>	<p><b>Responsibility</b></p>	<p><b>Time Frame</b></p>	<p><b>Notes</b></p>
<p>To ensure that accessibility and equality becomes an agenda item for FGB meetings</p>	<p>Clerk to Governors add to list for FGB meeting in September</p>	<p>Clerk</p>	<p>Annual</p>	
<p>To improve staff awareness of disability issues and to ensure all policies consider the implications of disability access</p>	<p>Review staff training needs and provide training as required.</p>	<p>HT, DHT &amp; SENDCo</p>	<p>Annual</p>	

<b>Access to the physical environment - statutory</b>	<b>Action to ensure Outcome</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Accessibility Outcome</b>				
Ensure access to school site is regularly reviewed to meet diverse pupil and parent needs.	The school has level disabled access through the main entrance and portable ramps could be installed to provide access to individual classrooms if required.  All classrooms are accessible from the main entrance.	HT and GB	Annual	Would need to purchase or hire class ramps for disabled access if required.
Parking access	The school has two disabled parking bays and two dropped kerbs to enable access to the school building.	HT and GB	As required	New disabled parking bays created in 2018
To review disabled toilet facilities. Changing bed available in the education centre if required.	Currently 2 disabled toilet facilities available in school and one in the education centre.	HT and GB	As required	New changing bed and refurbished disabled toilet in Education Centre – January 2021
No disabled access to KS1 playground.	We have explored the possibility of installing a disabled ramp to the KS1 playground but the gradient does not allow this to be facilitated. There are currently steps down to the playground.	HT and GB		LA explored project but not feasible
Access to school field via KS2 playground only.	Disabled access to field down gentle slope.	HT and GB		To keep under review. Access to field outside round KS2 classrooms

<p><b>Ensuring inclusion in the school community</b></p> <p><b>Accessibility Outcome</b></p>	<p><b>Action to ensure Outcome</b></p>	<p><b>Responsibility</b></p>	<p><b>Time Frame</b></p>	<p><b>Notes</b></p>
<p>Children with hearing impairment to be supported.</p>	<p>Makaton training by some staff – cascaded to others.</p>	<p>Class Teachers</p>	<p>As required</p>	<p><b>In school briefing taken place and now being used by staff</b></p>
<p>Ensure access to many outside agencies who provide support – ensure appropriate inclusion plans in place.</p>	<p>Referrals made by SENDCo and CTs</p>	<p>SENDCo</p>	<p>As required</p>	
<p>Trauma Informed School and Thrive support for children with developmental disruptions.</p>	<p>2 TIS practitioners and 1 Thrive. Action plans developed for children who need support. Class action plans to be developed again.</p>	<p>TIS and Thrive practitioners</p>	<p>Ongoing</p>	
<p>Graduated response for all SEND children</p>	<p>Updated Support Plans (IEPs) with SENDCo. Focused key targets set. Shared with parents.</p>	<p>SENDCo</p>	<p>Termly</p>	

<p><b>Access to the curriculum statutory</b></p> <p><b>Accessibility Outcome</b></p>	<p><b>Action to ensure Outcome</b></p>	<p><b>Responsibility</b></p>	<p><b>Time Frame</b></p>	<p><b>Notes</b></p>
<p>Identify areas of need in lesson planning and delivery. Vulnerable children identified in planning</p>	<p>Teachers plan for individual needs which are also reflected in IEPs. Support staff and teachers provide intensive learning support as required. Differentiated planning and teaching.</p>	<p>CT and SENDCo</p>	<p>Ongoing</p>	<p>Staff planning in place.</p>
<p>To provide specialist equipment to promote participation in learning by all pupils including different coloured papers, overlays and exercise books</p>	<p>We have two sound system in classrooms where children have auditory challenges. Staff wear microphones.</p> <p>Children with dyslexia have overlays for reading and different coloured exercise books. Colours blue and yellow.</p> <p>Use of different screen backgrounds used to assist children with visual or processing needs.</p> <p>Children have access to a scribe and additional processing time to support individual needs.</p>	<p>CT and SENDCo</p>	<p>As required</p>	<p>To keep under review as needs of children change or new admissions.</p>

	Use of 'Now and Next' boards for children to assist with sequencing of the day. Child specific timetables and social stories.			
To continue to train all staff to enable them to meet the needs of children with a range of SEND.	SENDCo and HT to identify training needs for staff. Makaton training / speech and language update / TIS and Thrive / ASD and ADHD training Autism Champion (x2) trained	SENDCo and CT	On going	

<b>Access to information advice and guidance - statutory</b>	<b>Action to ensure Outcome</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Accessibility Outcome</b>				
Parents are signposted to multi-agency support through the Early Help Hub.	Staff and parents can make referrals.	CT & SENDCo	On-going	
Parents sign posted to SENDIAS on SEND on our LOCAL OFFER	Local Offer reviewed annually by SENDCo	SENDCo	As required	See Local Offer on SEND tab of school website.