



## **Accessibility Plan 2025-2026**

### **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 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,
  - respects the parents' and child's right to confidentiality
  - 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*

- Ensure all students have access to the maximum curriculum experience possible.
- Ensure that participation in lunch time and after school clubs is encouraged.
- Consult parents about any necessary changes we need to make.
- Ensure there is provision of individual and small group support when appropriate and this is reviewed regularly.
- Make reasonable adjustments in order to enable access to the curriculum.
- Seek advice from services where necessary.

### **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.*

- All staff maintain their awareness about ensuring the accessibility of the physical environment, alterations to environment or procedures are made when required.
- Any new work on buildings and outdoor areas is fully in line with the DED.
- Health and Safety audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies
- Provision is in place to ensure our setting is accessible to all, see also the Accessibility Audit (available on request).
- All equipment is subject to regular servicing.

### **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.*

- Ensure that written information that is normally provided by the school to its pupils is available to disabled pupils e.g. handouts, timetables, workbooks and information about school events.
- Enlarged texts (including modified test materials) are available to those who need them.

### **Financial Planning and control**

The head teacher, SLT and the Trust will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN information report linked to the Local Offer. SEN offer at Newquay Primary Academy.	Ensure links are the most up to date.	Point of Contact SEND CO	Short term	Sept 25	Completed and checked regularly.

Access to the Physical Environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure the area surrounding the school remains clear of litter, equipment or other objects which may cause an obstruction.	Site Supervisor to perform a regular 'sweep' of the exterior grounds.	Site Supervisor	Long term	Sept 25	Records to be kept and discussed with Estates Team and Headteacher when needed

Where needed, ensure that all classrooms are accessible to vision and hearing-impaired learners.	<ul style="list-style-type: none"> <li>• Headteacher to observe/ monitor environment.</li> <li>• Meet with teachers and TAs of children with hearing impairments. Discuss strategies/solutions. Use toolkit for services.</li> <li>• Where necessary seek advice from Vision and Hearing Impairment Teams.</li> </ul>	Headteacher	Short term and then as necessary.	Ongoing	
All outside areas are accessible to all pupils.	Access and monitor all areas of the school to check access. Regular health & safety checks	Headteacher, Site Manager Class Teachers	Long term	Ongoing	Accessibility plan to be updated as the outside space develops
Ensure Personal Evacuation Plan (PEEP) in place where necessary and reviewed regularly.	<ul style="list-style-type: none"> <li>• Identify any new students requiring PEEPS.</li> <li>• Review any current PEEPS in line with changes to exits as new evacuation drills in place.</li> </ul>	Headteacher, Site Manager Class Teachers	Short term and then continually review as needs change.	Ongoing	

## Ensuring Inclusion in the School Community

Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, medium or short-term	Time Frame	Notes
Ensure students have access to the maximum curriculum experience possible.	Continue to identify any limiting factors to any planned activity and where practicable, provide an alternative activity of similar nature.	Point of Contact SENDCO Headteacher Class teacher	Long Term	Ongoing	
Ensure that progress made by pupils at SEND Support and those with a EHC plan is as good as that made by students with SEND nationally	<ul style="list-style-type: none"> <li>• Monitoring of Curate and Narrate records and seating plans.</li> <li>• Monitoring of lessons and intervention in place.</li> <li>• Continued use of B Squared to support in assessing small steps of progress and Pre Key Stage/Engagement Steps.</li> <li>• Pupil progress meetings to be held with class teachers termly.</li> <li>• Introduce improved Student Success Plan format - Sept 2025</li> </ul>	Point of Contact SENDCO & Specialist SENDCO Headteacher Class teacher	Long term	Ongoing	

<p>Cover staff, including supply teachers are clear about the additional needs of pupils/students and how to meet those needs.</p> <ul style="list-style-type: none"> <li>• Curate and Narrate records and seating plans to be created for all classes to be given to supply teachers on arrival.</li> <li>• Additional SEND information for children created on Edukey Provision Map.</li> <li>• Improved Student Success Plan format to increase awareness of additional needs.</li> </ul>	<p>Point of Contact SENDCO &amp; Specialist SENDCO Headteacher Class teacher</p>	<p>Long term, ongoing</p>	<p>Ongoing</p>	
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Access to the Curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>Ensure access to full and varied curriculum for 100% of learners.</p>	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning which includes coaching, learner voice, planning and evidence in books and on Tapestry.</li> <li>• Increase staff awareness of scaffolding/support strategies through the use of Curate and Narrate and seating plans.</li> </ul>	<p>Point of Contact SENDCO &amp; Specialist SENDCO Headteacher Class teacher</p>	<p>Long term</p>	<p>Ongoing</p>	

	<ul style="list-style-type: none"> <li>Use of the Adapted Teaching Toolkit to support all learner to access learning.</li> </ul>				
Ensure that all students have access to trips, residential and extra-curricular activities	<p>Risk assessments carried out and all reasonable adjustments in place.</p> <p>If sites are unsuitable for children with physical disabilities, alternative venues are sourced.</p>	Point of Contact SENDCO & Specialist SENDCO Headteacher Class teacher	Long term	Ongoing	Actions will be dependent on the needs of the individual

Access to Information Advice and Guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
For information to be available in different formats and languages	<ul style="list-style-type: none"> <li>Parents and carers to be aware that hard copies of information are available if they do not have access to the internet.</li> <li>Interpreters available for new parents or key meetings where parents indicate this is necessary.</li> </ul>	Office Manager Point of Contact SENDCO Headteacher	Ongoing		



## **Appendix 1: Checklist to Identify Barriers to Access**

<b>Curriculum Access</b>	Yes	No	<b>Curriculum Access</b>	Yes	No
Do you ensure that teachers and LSAs have the necessary training to teach and support disabled pupils?	✓		Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Can your classrooms be optimally organized for those with disabilities?	✓		Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do lessons provide opportunities for all children to achieve?	✓		Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Are lessons responsive to pupil diversity?	✓		Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	✓		Do staff provide access to computer technology appropriate for pupils with disabilities?	✓	
Are school visits, including residential, made accessible to all pupils irrespective of attainment or impairment?	✓		Are there high expectations of all pupils?	✓	
Do staff seek to remove barriers to learning and participation?	✓		Are there appropriate access arrangements in place for public examinations (e.g SATs)?	✓	

