



Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Landewednack School Accessibility Plan 2021-2022

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,
 - 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 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.

- **Staff Training** – to ensure children with any type of SEND have their needs met.
- **Physical Education** – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.
- **Access to appropriate ICT** – to ensure appropriate IT equipment and programs are available to support learning.
- **Adaptation of class lessons and school timetable** – to enable all children to access learning .

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.

Points from last Plan:

- **Sandblasting exterior wall of school was not successful or finished**
- **Mouldy ceiling tiles** – to be replaced in two classrooms.
- **Reviewing furniture and classroom/work areas** – to ensure accessibility and fitness for purpose.

Improving the Delivery of Written Information to all

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.

- **Parent Forum** – meetings to discuss school provision.
- **Website** – signposting advice for parents/carers.
- **Information in a variety of formats** – explore creation of large print/audio/ English as second language etc.

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

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all staff are aware of the requirements of the Equality Act	The SPCMAT Equality Policy will be discussed during staff and governor meetings and form part of new staff inductions.	L. Jones	Long Term	From Autumn 2019 and ongoing	Monitored by CEO

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Inclusion – pupils and families involvement in school activities.	The SENCo will monitor the provision for all SEND pupils to ensure they are accessing their full entitlement and ensure personalised support so that pupils can access all activities e.g. enrichment activities, trips/visits.	SENCo	Long Term	From Autumn 2019 and ongoing	Monitored by L. Jones

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Electricity – to ensure all circuits are working all the time and do not trip the main switch.	Earthbound Electrical are being asked to rectify the problem.	L. Jones	Short-term	ASAP	Rectified
Install the ramp going in to the library to ensure wheelchair users can access all of the school.	The ramp that is kept in school will be put in place.	L. Jones	Short-term	ASAP	Actioned
Sandblast one exterior wall of the school to alleviate damp issue above windows.	The walls will be sandblasted by “Masterblaster” to take off the coating that is on the stone. This will ensure that dampness and rain water will not enter the building.	L. Jones	Long- term	Summer 2019	Partially completed but has not sorted the issue. TRUST notified. 2021 – still same situation. Not rectified
Replace mouldy ceiling tiles above windows	The tiles will be replaced after the damp problem is sorted.	L. Jones	Short term	Summer 2019	Refer to item above - outside wall of classroom in question was not sandblasted. TRUST notified. 2021 – replaced tiles & external tiles replaced to lessen damp
Reviewing classroom and work areas to ensure they are fit for purpose.	Every classroom and all furniture will be monitored for suitability and accessibility for all pupils and staff.	L. Jones	Long term	On going	Monitored regularly

Access to the curriculum – statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff Training to ensure that any child with a SEND has their needs met.	Staff training on Social Communication difficulties by Andrew Mercer. Member of staff appointed to train to be an Autism Champion. T.I.S training completed by two members of staff. Ensure staff are confident in strategies to help pupils with Dyslexic Tendencies. Training booked by Dyslexia Advisor Sandra Page for Dyslexia Friendly Schools Status. Access services such as Behaviour Support and Educational Psychologist when needed. SENCo to attend two Thrive course days to continue Thrive Practitioner status. SENCo to attend “Dyslexia Screening Test-What Next” training with Sandra Page. THRIVE update to staff, parents and children. Ensure pupils are listened to with regard to Emotional Support.	SENCo to monitor and advise. Claire Humby is our Autism Champion. Kate Hughes and Veronica Holden are our T.I.S specialists.	Short term	T.I.S. Training during 2019.	Judith Green to monitor. Claire Humby is our AC. Regular training and visits from Sarah Foden. Judith Green attended SFSS training days – did not complete process due to Pandemic.
			Short term		
		Judith Green is a Thrive Licenced Practitioner Judith Green Louise Jones/ Judith Green	Immediate and long term	Autism Champion Training completed 2019.	Veronica Holden left the school. Judith Green attended 2 x Thrive course days online to continue Thrive Practitioner Status. Judith Green attended DST What next course in order to produce full reports after a DST is completed. Judith Green invited parents & children into school during the pandemic to support with well-being
			Long term	DFSS & Thrive Training booked for March 2020	
			Short term	Dec.2019	
			Long term	Ongoing	

					<p>Need whole school assembly THRIVE refresher for pupils and parents.</p> <p>Thrive Assembly done for Children, not parents due to Pandemic.</p> <p>Regular Thrive posts and information given to parents via website and Class Dojo.</p>
<p>Staff Training to ensure that any child with a SEND has their needs met.</p>	<p>Staff Training booked on SC difficulties and PDA strategies - Andrew Mercer</p> <p>Bereavement Training 5 x days online training from Penhaligon's Friends.</p> <p>THRIVE – Bridging the Gap</p> <p>THRIVE – Demystifying Shining the Light</p> <p>Supporting Bereaved Families</p> <p>THRIVE - Change & Loss</p> <p>All staff to be aware of the importance of usualising age relevant aspects of LGBTQ</p> <p>K.Hughes organised training for all staff in this regard.</p>	<p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>Kate Hughes</p>	<p>Short Term</p> <p>Short Term</p> <p>Short Term</p> <p>Short Term</p> <p>Short Term</p> <p>Long Term</p>	<p>Nov 2021</p> <p>June 2020</p> <p>June 2021</p> <p>July 2021</p> <p>July 2020</p> <p>May 2020</p> <p>2020/21 & ongoing</p>	<p>Judith Green, Sam Kennedy, Claire Humby, Kate Hughes completed this course to become Bereavement Champions.</p> <p>J. Green completed THRIVE courses to continue Registered Practitioner License.</p> <p>Kate Hughes is our LGBTQ Lead</p>
<p>Staff Training to ensure that any child with a Medical Condition has their needs met.</p>	<p>All staff trained in Paediatric Type 1 Diabetes run by the RCH.</p> <p>All staff need to be made aware of all allergens pertaining to particular children.</p>	<p>All staff</p>	<p>Short Term but ongoing</p> <p>Long Term</p>	<p>Feb 2021</p> <p>Sep 2021</p>	
<p>Physical Education – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.</p>	<p>Meetings as required with all staff including Jamie Thompson (PE Teacher) and Ted Heaton (Tag Rugby Club coach) to ensure all are aware of any type of physical or emotional need in any pupil.</p>	<p>Headteacher</p>	<p>Long Term</p>	<p>On going</p>	<p>Remember to include adults working with children outside of school – trips, clubs etc.</p> <p>Jamie Thompson & Ted Heaton no longer working.</p> <p>Tom Studd now PE Cluster Coordinator</p>

Access to appropriate ICT – to ensure appropriate IT equipment and programs are available to support learning.	Appropriate programs purchased/downloaded for laptops and Ipads to aid learning. Monitor laptops to discuss when they need updating and renewing.	Staff and PTA to have a meeting to discuss fundraising activities.	Long Term	On going	Headteacher to decide what ICT equipment is more in need and prioritise. Chromebooks set up & running
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Access to information advice and guidance – statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Parent Forum – meetings to discuss school provision.	Headteacher will meet termly with parents to discuss school provision. These will be advertised widely through newsletters, website and emails.	L.Jones	Long Term	On going	Termly Did not happen during 2020/21 due to the pandemic. Starting again Autumn 2021
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 Well-being.	Headteacher and SENCo	Long Term	On going	SENCo to discuss Thrive/TIS with staff. SEND part of website completed Well-being section completed to include Coronavirus issues

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.	Headteacher	Long Term	On going	To explore 2021/22
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NOTES IN GREEN: Action has been completed

NOTES IN RED: Action pending