



## Accessibility Plan 2021–22

### **Purpose of Plan**

The purpose of this plan is to show how Lewannick Community Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

The Equality Act 2010 defines disability as: *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**

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities and their families.

### **Principles**

At Lewannick Community Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad

and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Lewannick Community Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

These principles are worked out through the following steps.

- Compliance with the Equality Act 2010 is consistent with Lewannick Community Primary School's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
  - not to treat pupils with a disability less favourably
  - to take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
  - to publish an accessibility plan.
- In performing their duties, Governors have regard to the Equality Act 2010.
- Lewannick Community Primary School
  - recognises and values the young person's knowledge and the 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.
- Lewannick Community Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Lewannick Community Primary School also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- parents/carers of pupils
- the Executive Head and Senior Management Team
- Governors.

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

### **Financial Planning and control**

The Executive Head, Senior Management Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Access to the physical environment.

| Accessibility Outcome  | Action to ensure Outcome  | Who is responsible  | Long, medium or short-term  |
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| <p>The building and site is adapted to ensure that the majority of areas are physically accessible for people with disabilities.</p>                       | <p>The internal aspects of the building are physically accessible for people with disabilities. However, not all of the exits are suitable for wheelchair access. Neither is the forest school area, outdoor classroom or side access to the playground. This needs to be reviewed with the site supervisors for LCP and Duchy Academy Trust.</p> | <p>SENCo, Site Supervisor and Principle Business Manager.</p> | <p><b>Medium term</b> – End of Autumn Term 2021.</p>  |
| <p>All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.</p> | <p>A complete review of the school's internal and external signs needs to be conducted to determine which are needed. All new signs are to include an image and instructions in Braille.</p>   | <p>SENCo, Site Supervisor and Principle Business Manager.</p> | <p><b>Short term</b> – SENCo and Site Supervisor to meet to review site and signs required. Purchase order to be submitted.<br/><b>Medium Term.</b><br/>Relevant signs to be bought and installed</p> |
| <p>Accessible signage is used, throughout the setting's environment, at all activities and events.</p>   | <p>Where specific signage is required for a one off event e.g. summer fayre or sports day, guiding visitors and pupils to various locations, pop up signs will be used. School staff and the PTA will be made aware of the need to include</p>  | <p>SENCo, staff, PTA.</p>                                     | <p><b>Short term</b> – SENCo to email the chair of the PTA so they are aware of the need for images and clear signs for future events. SENCo to share this</p>  |

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|  | images within the signs for those with communication or learning needs. On any promotional material for such events, the option to request additional support to access the site will be offered. |  | information with staff during next staff meeting.<br><b>Medium term</b> –Review dates are set in the school calendar so this message is revisited throughout the academic year. |
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| Access to the curriculum.   |   |                           |  |
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| Accessibility Outcome   | Action to ensure Outcome  | Who is responsible        | Long, medium or short-term   |
| Class teachers and PE staff know how to include pupils with disabilities in PE. | SENCo to provide all class teachers with 'SEND Students and PE' document to support the teaching of PE to SEND pupils.<br>SENCo and PE Co-ordinator to investigate specific training for school staff members regarding this area of need.<br>PE Co-ordinator to confirm the external PE coaches have sufficient training for supporting pupils with SEND | SENCo and PE Co-ordinator | <b>Short term</b> – Staff to be supplied with 'SEND Students and PE' document. SEND review with external PE specialists.<br><b>Medium term</b> – possible INSET to be scheduled for the Academic year 2021–2022. |
| Cover staff, including supply teachers, have a clear understanding about the    | Each child on the SEND register has a One Page Profile written by themselves, in conjunction with a supporting adult.   |                           | <b>On-going</b> – SENCo to follow up on a regular basis along with termly APDR meetings and at   |

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| additional needs of pupils and how to meet these needs. | Additionally, each child on the register has a Pupil Passport, written by the class teacher. However, these are not regularly passed onto supply staff. This is a practise that needs improving. | SENCo and class teachers. | the end of each academic year ready for the new Autumn Term. |
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### Access to information advice and guidance.

| Accessibility Outcome   | Action to ensure Outcome  | Who is responsible | Long, medium or short-term  |
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| The school needs to create the Access Plan in conjunction with other stake holders including parents with children on the school's SEND register.   | This plan will be provided to the SEN Governor, the SMT and invited parents who have a child on the Record of Need for review and amendment where necessary.  | SENCo              | <b>Short term</b> – during the Summer Term 2021.<br><b>Medium term</b> – revision of the plan based on outcome from meetings with the listed stakeholders.        |
| To promote Cornwall's Local Offer with all parents.<br><a href="https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0">https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0</a><br>To promote 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters with all parents.<br><a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a> | These two services will be highlighted via the school newsletter and on the website (once it has been refurbished). Leaflets for both services will be given to parents during the next round of Assess, Plan, Do, Review meetings. | SENCo              | <b>Short term</b> –Summer 2021.<br><b>Ongoing</b> – regular highlights of these services will be posted in the newsletter throughout the 2021/2022 academic year. |

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| To work with parent/carers and young people to ensure that the school website is presented in a family friendly way.  | The school's website is under review by the Senior Leadership Team (SLT). Stakeholders, including parents and pupils, will be consulted as part of the revamping process.   | Executive Head and SLT  | <b>Long term</b> – the process to revamp the website has begun but it is a long term situation due to acquiring quotes, agreeing finances and the building of the new site. 12–24 months.  |
| Information available in a variety of formats including <ul style="list-style-type: none"> <li>– large print</li> <li>– an additional language</li> <li>– audio.</li> </ul> | Notifications about alternative access to documents and information from the school will be posted in the weekly newsletter and on documents being sent home. Additionally, a video post explaining that parents / carers can request alternative formats will be uploaded onto the Lewannick and Boyton Facebook page. | SENCo and office staff. | <b>Short term</b> – summer term 2021 to implement.<br><br><b>Ongoing</b> – notifications of alternative formats will be in posted in every weekly newsletter. The Facebook post will be regularly uploaded onto the page throughout the year so parents and careers are aware. |

### Ensuring inclusion in the school community.

| Accessibility Outcome   | Action to ensure Outcome  | Who is responsible       | Long, medium or short-term  |
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| To celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult. | Continue to use Star of the Week assemblies and postcards home from the Executive Head and class teachers to celebrate successes. | SENCo and Executive Head | <b>Ongoing</b> – review end of year reports and test score handouts to ensure that they are being recorded in line with agreed practices across ever class. |

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| Reports are adapted to show children's progress within their appropriate academic range.                          |   |                           |  |
| Signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer. | Families will be advised of these services in the future via the school newsletter, Local Offer leaflet provided to all families and at termly Assess, Plan, Do, Review meetings.   | SENCo and class teachers. | <b>Ongoing</b> –information to be regularly posted in the newsletter and on Facebook page throughout the school year. Parents/ careers with a child / children on the Record of Need to be provided with updated information via APDR meetings every term. |
| Information available in a variety of languages.  | Notices to be regularly posted in the weekly newsletter and on the Boyton and Lewannick Facebook page offering information in alternative languages to English should it be required. Families with EAL will be made aware of this provision via the school office when visiting or starting at the school. | SENCo and office staff.   | <b>Ongoing</b> –the weekly newsletter and Facebook page will continue to carry this information.   |