



Port Isaac Primary Academy Accessibility Plan



Accessibility Plan 2025 - 2027

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 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.

- Our school offers an adapted curriculum for all pupils and a differentiated curriculum for those who require it
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum meets the needs of all pupils

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.

- Accessible classrooms
- Parking bays that have enough space for a car with disability requirements
- Disabled toilet and changing facilities

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.

- Internal signage
- Large print resources

- Pictorial or symbolic representations
- Consideration of where resources are sited for access and visibility

Financial Planning and control

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

Increasing Access for disabled pupils to the school curriculum						
Outcome	Current Good Practice	Action to ensure outcome	Who is responsible	Long-term / medium term/ short-term	Time Frame	Notes
<p>All pupils receive a rich and broad curriculum that provides diversity and equality and meet the needs of all learners.</p> <p>SEND learners make good or better progress in line with all students nationally</p> <p>Clear and well-defined interventions improve the progress and attainment of all learners.</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We provide resources and interventions that are tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>SEND pupils access all extra-curricular clubs and trips.</p>	<p>SLT to monitor and review the curriculum offer and focus on provision for SEND pupils including adaptation.</p> <p>Head/SENDCo to audit interventions and their success/impact and benchmark with other MAT schools.</p> <p>SENDCO / MAT SENDCO to review and assess first wave quality teaching & lead staff training of the 5 a day adaptive teaching principle.</p> <p>MAT SENDCO / SENDCO to review staff training and</p>	<p>SENDCO / MAT SENDCO / Head Teacher</p>	<p>Long-term</p>	<p>Termly review</p>	

Staff training to support SEND pupils – with a focus on key areas of need within the School: SLCN, SPLD, Neurodiversity, Dyspraxia.		create a CPD Programme for key members of staff.				
Improving access to the physical environment of the school						
Outcome	Current Good Practice	Action to ensure outcome	Who is responsible	Long-term / medium term/ short-term	Time Frame	Notes
<p>All classrooms and learning environments are accessible to all pupils.</p> <p>Monitor access to the buildings for all pupils, staff and visitors.</p> <p>Wheelchair access is provided to areas of the school required for disabled pupils. The Elliott hut is not accessible for wheelchair users.</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Corridor/ door width Parking with suitable access Disabled toilets and changing facilities Risk assessments for all pupils with disabilities. (when required) 	<p>Yearly review of main areas to be considered with regular daily monitoring to ensure that school has suitable access for staff and pupils. (This will be reviewed if a need changes or a new pupil/member of staff becomes a member of the school community)</p>	<p>SENDCO / MAT SENDCO / Head Teacher</p>	<p>Long-term</p>	<p>Ongoing</p>	

(reviewed if needs of pupil changes)						
Improving the delivery of written information to disabled pupils						
<p>Improve the delivery of information in writing in an appropriate format to suit individual needs. Review information to parents/carers to ensure it is Accessible.</p> <p>Review information to parents/carers to ensure it is accessible.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> - Internal signage - Pictorial or symbolic Representations - Consideration of where resources are sited for access and visibility. 	<p>Ensure all pupils have access to resources and written formats that support their needs – develop use of large print resources, braille and pictorial / symbolic representations on signage throughout the school.</p> <p>Provide information and letters in clear print in clearly written English. School office will support and help parents to access information and complete school forms.</p> <p>Develop staff awareness on dyslexia, ASD and accessible information.</p>	<p>SENDCO / MAT SENDCO / Head Teacher</p>	<p>Long-term</p>	<p>Ongoing</p>	

Action	By Whom	Due Date	Completed
Review signage across the Campus. Take into consideration VI staff and students	EW/ED/LG	31-12-2025	
Identify loose paving/trip hazards across the site	EW/ED/LG	31-12-25 2025	
Monitoring needs of Hearing Loops – may need to fit	EW/ED/LG	31-12-25	
Review accessibility to the Forest & The Cliff	EW/ED/LG	31-12-2025	
Fire Evac plan – to review for needs of all pupils.	EW/ED/LG	31-12-25	
Checks all external access points to buildings are suitable for use	ED/EW/LG	31-12-25	