CARBEILE JUNIOR SCHOOL

Accessibility Plan 2025-27

Updated September 2025

At Carbeile Junior School we are committed to giving all of our children the opportunity to achieve their very best. Therefore we provide an environment which takes into account the needs of all individuals regardless of their educational, physical, and emotional needs.

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
- full participation in the school community.

Principles

- Compliance with the 2010 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

- Provision Plans are written for each child with SEND, which identify areas of need and establish interventions to support pupils. These plans are written with contributions from the parents and children and reviewed regularly.
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into Provision Plans.
- All tasks are suited to children's needs.
- A range of teaching methods and styles are adopted by staff to facilitate access to all pupils.
- A strong, positive and supportive pastoral approach has been embedded in all aspects of school life, ensuring that staff are sensitive to the needs of pupils.
- Creating a culture of understanding and acceptance across the school.
- Members of staff receive up-to- date training on current SEND Issues.
- All relevant staff have received up-to-date First Aid training.
- A variety of clubs are available to all pupils.
- Detailed risk assessments are completed for pupils to ensure that they are able to engage (where possible) in all school trips.

Improving access to the physical environment of the school

- The school building is accessible for all pupils and parents/carers with physical difficulties.
- Pupils are provided with resources according to their specific needs: For example ear defenders for pupils who have difficulties with loud noises, wobble cushion for those with proprioceptive need etc
- The outside areas are flat and accessible to wheelchair users.
- All rooms in the building are accessible to wheelchair users.
- There is disabled parking at the front of the building.
- A disabled toilet is available in the reception area.
- The outdoor learning environment has been developed to enhance pupils' health and wellbeing.
- Displays in the school celebrate pupil achievement.
- Communal places are 'clutter free' to facilitate easy movement.

Improving the delivery of written information to disabled pupils

- Visual timetables are displayed prominently in each classroom.
- Resources are clearly and simply labelled across the school.
- Newsletters to parents use a clear layout, providing easy access to information.
- The school website is easy to navigate.
- Facebook and direct text messaging is used to communicate appropriately.
- According to their needs, pupils may use filters, coloured paper or large print enabling them to access information more easily.
- All Smartboard lessons use Dyslexia friendly background colours and fonts.
- As a school, we offer face-to-face meetings, phone calls, or other personal support to ensure parents/carers can fully understand and engage with all school communications.

Financial Planning and control

The Federation Headteacher, Head of School and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Policy Review and Important Contacts

Policy Agreed: September 2025

Next Review: September 2027

SENDCo: Daniel Tamblyn **Signed:**  **Date:** 05.09.25	**Head of School:** Caroline Sales **Signed:**  **Date:** 05.09.25	**SEND Governor:** Sheena Morton **Signed:**  **Date:** 05.09.25

Federation Head Teacher & Designated Safeguarding Lead
Pete Hamlyn (fedhead@carbeile.cornwall.sch.uk)

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Chair of Govenors
Sheena Morton (smorton@carbeile.cornwall.sch.uk)

Accessibility Action Plan 2025-26

Compliance with the Equality Act				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
The Accessibility Plan is delivered with children with SEND, their families and other stakeholders.	• Review and edit the Accessibility Plan accordingly for the new academic year.	SENDCo Head of School Governor	Short Term	September 2025

Access to the physical environment				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
Audit the school environment to ensure inclusivity for all pupils and compliance with the Equality Act 2010.	• Conduct a full environmental accessibility audit of the school site, including classrooms, corridors, toilets, playgrounds, entrances, and signage. • Create a detailed Accessibility Audit Report highlighting areas of strength and any required improvements. • Implement agreed changes and monitor impact.	SENDCo Head of School Sit Manager	Medium Term	Autumn Term 2025
Check all access routes and ensure smooth exits during fire alarm practices for all	• Review current fire evacuation plan to ensure it considers pupils with mobility or sensory needs.	SENDCo Head of School	Short-term	September 2025

pupils, including those with physical, sensory, or additional needs.	• Carry out a fire drill accessibility review during next practice, observing routes and timings for all pupils. • Identify any barriers to safe exit (e.g. narrow doorways, stairs, blocked routes) and record findings. • Identify if there are any pupils who require Personal Emergency Evacuation Plans (PEEPs) and share with staff accordingly.	Fire Marshalls		

Ensuring inclusion in the school community				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
Ensure all pupils with SEND are fully included in the life of the school and have equal opportunities to participate in all activities.	• Capture pupil voice in all areas of school life to identify any barriers. • Make reasonable adjustments to support participation. • Ensure SEND pupils are represented on the School Council or Pupil Voice groups to influence decision-making. • Work with parents/carers to identify barriers to inclusion and agree strategies to overcome them.	SLT Class teachers + teaching assistants SEND Team	Long Term	Throughout the academic year 2025-26
Foster a positive school culture where diversity and SEND inclusion are celebrated.	• Deliver whole-school assemblies and themed events focusing on SEND awareness, celebrating differences, and promoting empathy. • Create a neurodiversity awareness programme through assemblies,	SLT Class teachers + teaching assistants SEND Team	Long Term	Throughout the academic year 2025-26

	classroom discussions, and RSHE lessons. • Develop a neurodiversity section in the library with child-friendly books and resources that celebrate difference. • Continue to have an inclusion display in a prominent area of the school showcasing different types of SEND and neurodiversity • Celebrate Neurodiversity Week and other awareness events annually, involving pupils, parents, and staff.			
Strengthen staff knowledge and confidence around SEND and inclusive practices.	• Provide ongoing CPD on SEND strategies, provision plans, autism awareness, ADHD support, dyslexia-friendly teaching, and sensory processing needs etc.	SLT Class teachers + teaching assistants SEND Team	Long Term	Throughout the academic year 2025-26

Access to the curriculum				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
Ensure the school offers an adapted curriculum for all pupils in core subjects (Reading, Writing, Maths, Science).	• Check current curriculum plans to check for inclusivity and accessibility of resources. • Identify pupils requiring additional adaptations or personalised support.	SLT Class teachers + teaching assistants	Medium Term	Autumn Term 2025

	• Provide differentiated planning, scaffolding, and additional resources where needed. • Offer targeted interventions for pupils working significantly below expected levels.	Governors		
Ensure the school meets the needs of all pupils in foundation subjects.	• Review schemes of work for accessibility and inclusion across all foundation subjects. • Ensure subject leaders and teachers with training on differentiation and adaptive teaching strategies. • Ensure access to additional resources (e.g. visual aids, practical tools, sensory support) for pupils with SEND in foundation subjects.	SLT Class teachers + teaching assistants Governors	Long term	Throughout the academic year 2025-26
Ensure curriculum progress is tracked for all pupils, including those with disabilities.	• Monitor SEND pupils' attainment and progress data at each assessment point. • Share progress information with parents and carers and use findings to inform intervention planning.	SLT Class teachers + teaching assistants	Long term	Termly tracking throughout the academic year 2025-26
Ensure targets are set effectively and are appropriate for pupils with additional needs.	• Ensure all pupils with SEND have SMART targets recorded on their Provision Plans and EHCPs. • Monitor and review targets during termly SEND reviews and pupil progress meetings. • Adjust targets where required to reflect individual needs, ensuring appropriate levels of challenge and ambition.	SENDCo Class teachers + teaching assistants	Long term	Meetings throughout the academic year 2025-26

Access to information advice and guidance				
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**
Promote the **SEND Information, Advice and Support Service** (SENDIASS) and other organisations to ensure parents and carers are aware of their rights and support options.	• Include clear information about SENDIASS and other organisations on the school website, newsletters, and parent communications. • Provide leaflets and contact details for SENDIASS during SEND review meetings, annual reviews, and parent consultations.	SLT	Long term	Throughout the academic year 2025-26
Ensure the school website and SEND information are presented in a family-friendly, accessible way.	• Continue to update the dedicated SEND page with key information, downloadable policies, links to SENDIASS, and contact details for the SENDCo.	SENDCo	Short term	September 2025
Continue to engage parents and ensure they have access to relevant information advice and guidance.	• Hold termly SEND coffee mornings or drop-in sessions to provide advice and guidance to parents and carers. • Hold termly provision plan meetings.	SENDCo	Long term	Throughout the academic year 2025-26