Accessibility Plan 2026-27

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. In line with the Equality Act, children with a disability will be treated fairly (even favourably as the situations arise). Children with a disability

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
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.

- Provision Plans are written for each child with SEN, which identify areas of need and establish interventions to support pupils. These plans are written with contributions from the parents and children and reviewed termly.
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into Provision Plans.
- Teaching is adaptive, and Individual Learning Plans are established for pupils who are unable to access the age related curriculum.
- A range of teaching methods and styles are adopted by staff to facilitate access to all pupils.
- Strong relationships and extensive pastoral support are embedded in all aspects of school life, ensuring that staff are sensitive to the needs of pupils.
- Buddy systems support vulnerable pupils.
- Creating a culture of understanding and acceptance across the school.
- Members of staff receive up-to- date training on current SEN Issues.
- All teachers 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 accompany their class on school trips.

Improving access to the physical environment of the school

- The school building is accessible for all pupils 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, fidgets as a universal offer for all who might struggle with concentration 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 are dyslexia friendly with a clear layout, providing easy access to information.
- The school website is easy to navigate.
- Class Dojo is used to communicate concisely.
- According to their needs, pupils may use filters, coloured paper or large print enabling them to access information more easily. These are accessible in the library for all children.
- All Smartboard lessons use dyslexia-friendly background colours.
- Some pupils have Home/School books which allow easy communication between teacher and parent.

Financial Planning and control

The head teacher, 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 Template

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
The Accessibility Plan is coproduced with children with SEND, their families and other stakeholders.	Greater pupil and parental consultation is required when revising the Accessibility Plan.	The Senior Leadership Team	Long- Term	November 2027	

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Carpark is adequately lit.	Options explored for possible lighting, using solar panels.	The Senior Leadership Team	Medium -term	July 2027	
School accessible to sight impaired children and adults.	The school and reception area can be identified with tactile information.	The Senior Leadership Team	Medium -term	July 2027	
Each corridor is free from obstruction to wheelchair users and from hazards to people with impaired vision.	Corridors to be regularly monitored to prevent obstruction.	The Senior Leadership Team	Short-term	To be implemented immediately.	
Better access to all classrooms for wheelchair users.	There is a lift between EY classrooms and the rest of the school. Any significant slopes are lessened. Fire doors from all classrooms have ramp access. Disabled toilet is completely changed for easy changing and showering.	The Senior Leadership Team	Short-term	September 2027.	

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Large-print versions of information about the building/activities available.	Provide large printable versions of the newsletters on request.	The Senior Leadership Team	Medium-term	July 2027	

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Pupils/students with SEND have access to appropriate information technology.	Word processing programs made available to pupils with SEND. Pen readers as needed. Laptops for those children struggling with fine motor skills of handwriting.	SENCO	Medium-Term	July 2027	
Our school offers adaptive teaching for all pupils in all lessons.	When reviewing planning during PPA, lessons are checked for appropriate adaptive tasks as needed. SLT monitor this during lesson drop ins.	SLT	Medium	Feb 2027	
We use resources tailored to the needs of pupils who require support to access the curriculum.	All lessons are expected to use concrete resources to aid learning.	Teachers	Medium	Dec 2026	

Curriculum resources include examples of people with disabilities.	Test materials and questions in lessons often have pictures of children with disabilities.	Teachers	Medium	Dec 2026	
Curriculum progress is tracked for all pupils, including those with a disability.	All progress is tracked each term and data is analysed and shared with governors.	Teachers and SLT	Medium	Dec 2026	
Targets are set effectively and are appropriate for pupils with additional needs.	All children have targets set for them regardless of need.	Teachers	Medium	Ongoing	
The curriculum is reviewed to ensure it meets the needs of all pupils.	Each unit of learning is reviewed annually to ensure it meets the needs of the pupils.	Teachers	Medium	Termly	

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters www.cornwallsendiass.org.uk	Links to agencies that can provide additional support made available on school website.	SENCO	Medium-term	June 2027	
Collaborate with parent/carers and young	Parent and children to assess the accessibility of the website.	The Senior Leadership	Medium -term	July 2027	

people to ensure that the website is presented in a family friendly way.		Team			
Signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer.	An ‘Information Area’ to be developed in school reception.	The Senior Leadership Team	Medium	June 2027	

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Equality, Diversity and Inclusion policy