



St Mary's C of E School

Our School Vision

“Learning with Hope” guarantees our school is full of aspiration and hope for the future so that we can flourish and live “life in all its fullness.” (John 10 v 10)

Our School Values

Hope, Courage, Perseverance and Generosity



Madron Daniel C of E School

Our School Vision

‘Rise up, take courage and do it!’
Ezra 10:4

Our School Values

Hope, Courage and Perseverance

Accessibility Plan

August 2024

Contents

1. Aims	3
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

[Accessibility Strategy \(cornwall.gov.uk\)](http://cornwall.gov.uk)

Above is the link to Cornwall's Accessibility Strategy this also includes the link to the Cornwall Local Offer. At our school we aim to uphold the Cornwall Accessibility Strategy with our policies and procedures.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including SEND Governor, Office Supervisor and teaching staff.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • 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 is reviewed to make sure it meets the needs of all pupils 	Use of high quality teaching practice for all	<p>Inclusive practice strategies developed through CPD with teachers and support staff</p> <p>Relationships policy to include inclusive practice – Universal practice</p> <p>Learning and teaching policy to reflect universal practice</p> <p>Subject leaders review curricula to ensure access for all</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Subject leaders</p>	<p>Ongoing through September 24 – July 25</p> <p>Policy implemented Sept 2024, embedded by July 25</p> <p>Policy implemented Sept 2024, embedded by July 25</p> <p>Ongoing through September 24 – July 25</p>	There is a curriculum in place which is accessible for all children, irrespective of SEN or disability.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	All children can access all parts of the building	Environmental audit based on the needs of the children	Headteacher	Prior to admission to the school	All pupils wishing to attend the school have adequate arrangements in place to ensure suitable accessibility.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	All children can access all information at all times.	Needs analysis based on individual children prior to admission	SENDCo	Rior to admission to the school	All pupils can access all information where possible

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENDco.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy