



Trewidland Primary School

Accessibility Plan 2025 - 2028

This policy will be reviewed every three years.

Date	Action
February 2025	Reviewed
March 2025	Draft reviewed by Governors
March 2028	Next review due

1. Introduction

This policy aims to set out Trewidland's intent and objectives as they pertain to Accessibility, incorporating a detailed Accessibility Plan, reviewed annually. It is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on the guidance set out in 'Accessible School: Planning to Increase Access to Schools for Disabled Pupils' and the direction set out by SMART Board. Disability is defined by the DDA 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' – this includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

Trewidland Primary School and Pre-School is a small primary school for students of mixed ability pupils aged 3- 11, with a small number of staff, plus visitors that come and go throughout the school day. As of March 2025, there are 36 children on roll. The site comprises an original schoolhouse and extended classroom and hall. There is a small upstairs staff area. The building is surrounded at the front by a car park, playground to the side and back and a playing field. There is disabled access to the rear and front of the building of the building.

2. Objectives

1. To ensure both Trewidland's admissions policy and its SEND policy are tested against and are compliant with our Public Sector Equality Duty.
2. Ensure that governors and staff in the performance of their duties have regard to the Disability Rights Commission Code of Practice (2002).
3. To recognise and value parent/carer's knowledge of their child's disability and its effect on their ability to carry out normal activities.
4. To respect both parent/carer and child's right to confidentiality.
5. To provide a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles - and endorse the key principles of the National Curriculum by:
 - Set suitable learning challenges
 - Respond to students diverse learning needs
 - Overcome potential barriers to learning and assessment for individuals and groups of pupils
6. To annually review Trewidland's Accessibility Plan (Annex A) ensuring it addresses the physical environment of the site, relates to education and related activities and provides readily accessible information in a series of formats as required.

3. Legislation and Guidance

3.1 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.

3.2 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.

3.3 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.

3.4 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.

Disability Access Plan (Annex A)

<u>Access to the Physical Environment</u>	Targets	Strategies	Outcome	Timeframe
Short term	School to react to the access needs, both physical and curricular, of disabled children, staff, parent/carers and visitors to the school.	Create access plans as part of the IEP process as required Include in pupil/parent questionnaires, comments regarding meeting individual needs.	Delivery of information to disabled pupils and their parents improved	On-going
	Staff to have an awareness of and be observant of accessibility issues.	Recognise and support training opportunities. Regular morning briefings include health and safety. Circulate relevant information to Staff and Governors	Access issues not influencing recruitment and retention decisions	On-going
	Maintain a safe environment through regular monitoring and planning by SLT and Trust Estates and Premises team.	Report Health and Safety issues drawn from inspections to all Staff. Regular morning briefings include health and safety.	Increased access for all.	Ongoing
Medium term	Safe pathways of travel around the school site, safe parking arrangements, adequate light and routes logical and well signed	Conduct audit of existing procedures and site safety monthly/annually and react accordingly.	All pupils, staff and visitors, including those with disabilities, are able to travel safely around the school site	On-going
	Teachers and teaching assistants have necessary training to teach and support disabled pupils	Set up rolling programme of training for teachers and TAs in the year prior to receiving existing disabled pupils	Disabled pupils receive the best possible teaching and support from staff, based on knowledge and up to date training. Quality of teaching further enhanced for disabled pupils	On-going
Ongoing	Include access audit recommendations in the Trust Improvement Plan, making budgetary provision as required.	Establish areas of priority and need. Plan use of delegated capital budget to meet prioritised needs.	All areas of the school will be accessible to all pupils, staff and visitors.	Annually

<u>Access to the Curriculum</u>	Targets	Strategies	Outcome	Timeframe
Short term	Increase confidence of staff in differentiating the curriculum for disabled pupils	Review and monitor staff training needs as required. INSET training scheduled by SENDCO	Staff confidence raised and increased pupil participation.	On-going
				On-going
Medium term	Ensure all relevant staff are aware of and familiar with appropriate SEND software resources	Training to be monitored and arranged as required by SENDCO	Wider use of SEND resources.	On-going
Ongoing	Adaptations to the curriculum to meet the needs of individuals.	IEP's plan (ADPR) reviews in consultation with parents – termly. EHCP annual review meetings with SENDCO & class teacher. Pastoral support, timetable adaptations Individual programmes. Ensure all relevant staff have access to the information.	All disabled pupils to have access plans. All staff to be aware of individual needs.	Ongoing
	Ensure all school trips are accessible to all through reasonable adjustments.	Individual needs to be taken into consideration when planning trips and risk assessments to be in place.	All pupils able to access trips and activities through reasonable adjustments to enable participation.	On-going
	Review all curriculum areas to include disability issues when required.	Include a section for disability equality and curriculum access. Use current 'news' to support children's understanding.	Incorporation of disability issues into all curriculum areas.	As required
	Ensure equal opportunity for all pupils during periods of examinations/assessments	Provide assistance during assessments or exams if required	All pupils are assessed fairly	As required
	Availability of written material in alternative formats to support communication.	Weekly newsletter emailed to parent/carers Key content published on school website Provide translated documents where appropriate Postage of hard copy material where internet access limited	All parent/carers will be up to date and well informed of school information	Availability of written material in alternative formats