



Padstow School

Accessibility Plan 2024 - 2025

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 ensure pupils/students with a disability 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 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, Hub Councillors 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
- Our 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

- Our school curriculum is designed in an inclusive manner where-by all pupils can access the learning at their own level.
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupil are able to access
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School and SLT review the financial implications of the Accessibility Plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with Equality Act					
Accessibility Outcome	Action to ensure outcome	Who	Long / medium or short term	Review Date	Notes
None identified at this time					

Access to the curriculum – statutory					
Accessibility Outcome	Action to ensure outcome	Who	Long / medium or short term	Review Date	Notes
All members of staff have the skills to support children with SEND.	Regular CPD staff meetings. Regular CPD Nursery staff meetings. Key stage CPD meetings. Whole staff INSET days. CPD opportunities identified to support new and existing members of staff. SENDCo, Pastoral Lead and HoS to discuss needs of children within each class and strategies to support pupils with SEND.	SENDCo HoS Nursery Manager Subject Leads Key Stage Leads External agencies as appropriate	Long	September 2025	

<p>The school needs to determine if there are accessibility gaps in the curriculum for current and new pupils with SEND.</p>	<p>Regular audit of curriculum and SEND provision.</p>	<p>HoS Teachers SENDCo Pastoral Lead Nursery Manager</p>	<p>Medium</p>	<p>September 2025</p>	
<p>The school needs to determine that their broad and balanced curriculum is accessible to current and new pupils with SEND.</p>	<p>Regular audit of curriculum planning.</p>	<p>Monitoring of outcomes by: HoS Subject Leads SENDCo Pastoral Lead Nursery Manager</p>	<p>On-going / termly</p>	<p>September 2025</p>	
<p>All relevant staff are aware of any information around specific children.</p>	<p>Transition handover meetings with new teachers / previous settings. Regular safeguarding / TAC / multi-agency meetings including SENDCo. Class information Venn diagrams kept up to date and accessible to all staff in the Shared Area. SENDCo, DSL, Pastoral Lead to ensure new members of staff are aware of any child relevant to them who has specific needs.</p>	<p>Key Stage Leads SENDCo HoS</p>	<p>Long</p>	<p>September 2025</p>	

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure outcome	Who	Long / medium or short term	Review Date	Notes
School accessibility maintained for all pupils and adults.	Site and internal accessibility is in place.	HoS SENDCo Pastoral Lead Nursery Manager Site Manager	Long	September 2025	

Access to information and guidance - statutory					
Accessibility Outcome	Action to ensure outcome	Who	Long / medium or short term	Review Date	Notes
Pupils with SEND, and their parents/carers, to be ensured equal access to all information.	Audit of information delivery procedures including hearing and visual impairments. Information to be available in a variety of formats and delivered in a range of ways to meet individual needs.	HoS SENDCo Nursery Manager Site Manager	Long	September 2025	

	School seeks advice from external advisors as and when required.				
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