

Ludgvan Primary School

Accessibility Plan 2025-28



Dream Believe Achieve

Date Written	July 2021
Reviewed On	Every 3 years
Last Review	February 2025
Next Review Date	February 2028
This policy has been reviewed and adopted by LGB	
Date: Oct 26 (as new TPAT format)	

Ludgvan School

Contents

1. Aims	1
2. Legislation and guidance	1
3. Monitoring arrangements.....	2
4. Action plan	3

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education,
- benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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 will work with TPAT to develop any available partnerships to develop and implement the plan.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association. As part of Truro and Penwith Academy Trust

3. Monitoring arrangements

Last reviewed Feb 25

Next review Feb 28

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 Body

4. Action plan

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	Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. Curriculum progress is tracked for all pupils, including those with a disability. We tailor the curriculum and resources used to the needs of pupils who require support to help access it. Resources also include examples of people with disabilities. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted & facilitated to attend age relevant after school clubs,	Long- term objectives: Ensure all staff confident in differentiating and delivering the curriculum.	Continuous CPD for delivery curriculum, inclusive strategies, differentiation and recording methods.	SENDCO/ Head	Ongoing	High level of staff confidence in strategies for differentiation and increased pupil participation
		Short term objectives: Ensure all (teachers and TA's) staff have specific training on disability and inclusion	Be aware of training needs (e.g. through staff questionnaires, CPD & CCD meetings). Staff access appropriate CPD	SENDCO/ Head/ Deputy Heads	Summer 2025 and ongoing	High level of confidence of all staff- strategies clearly in place and observed when monitoring takes place
		Classrooms are optimally organised to promote the participation and independence of all pupils.	Complete monitoring/ learning walks with range of stakeholders, including TA's/ teachers to ensure layout optimizes learning. Feedback given to staff accordingly.	SENDCO/ Head	Summer 2025 and ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support learning, within an accessible learning environment.
		Ensure all children on SEN School Record of Need have Pupil Passport, which is concise,	Class teachers, with TA's write Individual Learning Plan (ILP) to outline SMART targets, provision and support in place and to track progress for pupils.	SENDCo/ Class teachers	Spring 2025 and ongoing	A clear and concise Individual Learning Plan (ILP) is up to

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	leisure and cultural activities and educational visits. Use of IT software and hardware to support learning	specific. These are reviewed termly with pupils and parents. Regular reviews of outcomes to ensure that pupils make progress. To monitor and continually evolve IT provision so that it meets the needs of pupils with SEND.	Ensure all children have access to own Chrome book in KS2 and one between 2 in KS1- ensure training on suitable programs & apps in place so that staff can utilize effectively to support learning needs. Ensure pupils with SEND access all learning programs, such as Ed Shed, TT Rockstars, timetable.co.uk, White Rose videos, but also use IT for alternative forms of recording.	SENDCo/ Head/ IT Lead	Spring 25 and ongoing	date and forms a key part of the planning process for all SEND pupils. Parents and children have been included in agreeing targets. Progress of pupils with SEND is monitored termly and discussed in Pupil progress meetings Wider use of SEN IT resources in classrooms, particularly on chrome books and when needed iPads, in order to increase accessibility to curriculum for SEND pupils. Programs and Apps in place to support individual needs of pupils.

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Improve and maintain access to the physical environment	The physical environment is constantly under review to ensure that the needs of all pupils are considered and accommodated Access to the Reception area is free from steps and other physical barriers. There is an accessible toilet in the reception area The site is set out to enable wheelchair access to all external classroom doors. Internally there is a lift to enable access between the two level interior. The lift is currently out of use, but can be recommissioned should the need arise. Corridors are wide to accommodate wheelchair access. There is disabled parking available in the car park	Long Term Objectives Ensure that evacuation points are accessible to any staff, pupil or visitor who may need additional support e.g. wheelchair egress	Revisit evacuation procedures, and produce a plan to upgrade any areas of concern, to achieve objective e.g. door thresholds	Business Manager/HT	Ongoing and when individual circumstances apply	Safe evacuation
		Not all play areas are accessible to all Medium Objectives Current plans are in hand to install a Hygiene Room to provide an accessible and private space for personal care	Investigate possibilities to create accessibility	Business Manager/HT	Ongoing and when individual circumstances apply	All or most areas accessible to all pupils
			BM currently working with CC and partners to facilitate	Business Manager	Dependent on CC timeframe	New facility available

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		Short Term Objectives Edges of steps to be re-marked Ensure all pupils with additional needs have a PEEP Personal Emergency Evacuation Plan)	Grounds person to carry out work Write PEEP Ensure all staff are conversant with the documents and act accordingly	Business Manager Business Manager/SENDCo	3 months Ongoing and dynamic to allow for necessary changes	Safe movement around site Safe egress for all in emergency situations
Improve the delivery of information to pupils with a disability	This will include planning to make written information that is normally provided by the school accessible to all pupils and adults. Examples might include handouts, letters and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and	Long term objectives: Regularly survey parents/ carers as to the quality of communication to seek their opinions as to how to improve. Availability of written material in different formats as and	Regularly send out survey to parents regarding quality of communication. Annual parent questionnaires Teacher/ parent meetings as well as informal discussions. Analyse responses and act upon these.	Head/ SENDCo	Ongoing/ Annually	School is more aware of the opinions of parents and acts on this.

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	be made available within a reasonable timeframe. In planning to make written information available to all pupils and families, we continually review current levels of need and can respond to changes in the range of need. The school identifies agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure enables us to access a range of materials supportive to need. Personalised support is offered to parents where a need has been identified.	when needed for individuals Short term objectives: Ensure all staff are aware of guidance on accessible formats, including information in letters, website, newsletters. Annual review information to be as accessible as possible Improve the delivery of information in writing in an appropriate format for visually impaired. Provide information in simple language,	The school will identify sources for converting written information into alternative formats. Guidance given to staff on dyslexia and accessible information. Ensure child and parent friendly review formats and support access to these forms. Provide suitably enlarged, clear print for pupils with visual impairment. Seek advice from vision support service. Ensure website is fully compliant with requirement for access by person with visual impairment.	Head/ SENDCo Head/ SENDCo/ Office staff SENDCo	Ongoing/ as required Ongoing/ as required Ongoing/ as required	The school will be able to provide written information in different formats when required for individual purposes. Staff produce their own information, which is accessible. Staff aware of pupils/ parents preferred method of communications and act on this.

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		symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information. Provide information in other languages for pupils or prospective pupils who may have either hearing needs or EAL (English as Additional Language) needs	Ensure Prospectus is available via the school website. Access to translators and / or Google translate, sign language interpreters to be considered and offered if possible	Head/ SENDCo	Ongoing/ as required	All can access information about the school Pupils and/or parents feel supported and included