

Nancledra Primary School

Accessibility Plan 2024-27



Caring, Sharing, Preparing for Life

Date Written	Jan 2017
Reviewed On	Every 3 years
Last Review	September 2026
Next Review Date	March 27
This policy has been reviewed and adopted by LMC	
Date: April 24	

Nancledra School

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1. Aims

We want all children to enjoy school, be challenged to achieve their very best and to see their time at Nancledra School as a journey shaped by curiosity, creativity and the unique opportunities our small, nurturing community provides. We are committed to giving every child the opportunity to reach the highest possible standards by recognising and responding to their varied life experiences and individual needs. Our broad and balanced curriculum aims high for all pupils and is designed to be accessible, engaging and inclusive. Nancledra School is dedicated to providing an environment that enables full access to the curriculum and that values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. In line with the Equality Act 2010, we take positive action to support pupils with disabilities and continually work to develop a culture of inclusion, awareness and support throughout the school.

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 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 September 2026

Next review April 2027

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	Time frame	Success Criteria
Inclusive access to the curriculum	- We use resources and strategies tailored to the needs of pupils who require support to access the curriculum. These follow a graduated response for each pupil specifically written for them which may include physical resources or other strategies to ensure the curriculum is accessible to them. - Use of ICT in school is evidenced as improving access, in particular in upper KS2 – IDFS report Autumn 2023. For example, colored overlays on screens, ability for pupils to check back when they need on teaching materials, recorded verbal feedback, adapted texts delivered discreetly, voice recording, spoken text facility etc. - Curriculum resources include examples of people with disabilities - Curriculum progress is tracked for all pupils, including those with a disability	Accessibility to be reviewed regularly by teachers. Good practice in ICT to be extended throughout the school. Review and development of practice is pro-active not reactive, as far as possible.	Review of accessibility to become part of termly review of classroom practice. The voice of disabled children is sought in all reviews and evaluations Sharing of good practice in ICT to increase accessibility. Investment in Computing hardware is continued to increase and maintain access.	Louise Williams Victoria Friggens	Annual review	Termly monitoring throughout the year includes discussion about curriculum accessibility between the headteacher and teachers. This results in provision being adapted, where required, in a timely fashion, anticipating pupil need. All pupils have access to ICT hardware and adaptations that increase access as required. Children with disabilities feel that they are fully included in the curriculum Children with disabilities make progress

	• Targets are set effectively and are appropriate for pupils with additional needs. Specific targets will be written for those on the register of SEND with appropriate scaffolding, adaptations, resources, strategies to ensure the curriculum is accessible to the child. Please refer too, to the SEND policy and Information Report. • The curriculum is reviewed regularly to ensure it meets the needs of all pupils. • Each curriculum area has a statement of Intent, Implementation, and impact and in each area of learning consideration has been given to how that curriculum area is made accessible to ALL learners. This may include additional resources, scaffolding of tasks, adaptation of environment(al factors), adaptation to pace and timing etc.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays	Adaptations to the main school building are properly maintained and reviewed at regular intervals.	Building maintenance and compliance well managed to ensure adequate facilities are maintained. Adaptations needed to cabin entrance to ensure	Abi Taylor Louise Williams	Annually	Adaptations to the physical environment to meet the need of disabled users are well maintained. The school hall has sufficient adaptations

	- Disabled toilets and changing facilities - Library shelves at wheelchair-accessible height	Adaptations are in place for additional buildings: e.g. the cabin is wheelchair accessible. In long term planning consider development of changing/washing facility to meet any potential future need. Consider how this may be funded quickly should need arise.	level access over threshold.			to meet the needs of disabled users.
Improve the delivery of information to pupils with a disability	Nancledra School is able to use a range of communication methods to ensure information is accessible. These methods are able to be adapted to suit need. Consideration is given by teachers for children with specific speech and language or processing where their communication needs vary. Methods include: - Internal signage - Large print resources - Pictorial or symbolic representations - Written or pictorial form to back up spoken information - Use of ICT.	Ensure that information on all pupil's communication needs is kept up to date to ensure needs are being met. The facility to adapt information to meet the needs of pupils is in place and able to be in pace rapidly should a pupil requiring the facility join the school.	SENCO to termly review communication needs and liaise with staff to ensure these are being met.	Victoria Friggens	Termly	Pupil's needs are met to ensure they can understand and act on information given. Use of Widgit across school Now and next boards for pupils who require

	Where needed, other specific communications will be used such as: • zones or regulation • now and next boards • social stories • visual timetables					
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