Lewannick Primary School

Be the Best

Accessibility Plan 2025-2026

Purpose of Plan

The purpose of this plan is to show how Lewannick Community Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

The Equality Act 2010 defines disability 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. A learning disability is when there is a significant greater difficulty in learning than the majority of others of the same age, and that the four main broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

Key Aims

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school, within an acceptable range, to increase the extent to which pupils with disabilities can take advantage of education and associated services.

- Improving the environment of the school, within an acceptable range, to increase the extent to which staff, parents and carers with disabilities can take advantage of activities and services on the site.
- Improving information delivery to pupils with disabilities and their families.

Principles

At Lewannick Community Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Lewannick Community Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
These principles are worked out through the following steps.

- Compliance with the Equality Act 2010 is consistent with Lewannick Community Primary School's aims and equal opportunities policy and SEN information report. Below is the link to the An Daras Multi Academy Trust Equality Policy Welcome to An Daras Multi Academy Trust
- Our staff recognise their duty under the Equality Act:
    - not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
    - not to treat pupils with a disability less favourably
    - to take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
    - to publish an accessibility plan.
- In performing their duties, Trustees have regard to the Equality Act 2010.
- Lewannick Community Primary School
    - recognises and values the young person's knowledge and the 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.
- Lewannick Community Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Lewannick Community Primary School also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- parents/carers of pupils
- Executive Head, the Head of School and Senior Management Team
- Trustees.

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Financial Planning and control

The Executive Head, Senior Management Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or short term
Recognises and values the young person's knowledge and the parents knowledge of their child's disability.	• Ensure all staff at Lewannick Primary School are aware of the Equality Act 2010.This is through staff meetings and inductions as well as CPD training. • We include children in appropriate adapted planning, there is 1:1 support and interventions. • We plan for inclusion in all activities that other children are taking part in	This will be part of the induction package for new staff provided by HR. Head of school SENCO	Short term

	these include residential trips, trips and visiting people. • Termly Provision Maps (Assess, Plan, Do, Reviews)with child and parents to discuss strengths and progress. • All children are encouraged to take part as members of school council and interviews.		

Access to the physical environment.			
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**
The building and site is adapted to ensure that the majority of areas are physically accessible for people with disabilities.	The internal aspects of the building are physically accessible for people with physical disabilities. However, not all of the exits are suitable for wheelchair access. Neither is the forest school area, outdoor classroom or side access to the playground. This needs to be reviewed with the site supervisors for LCP and Andaras Multi Academy Trust. Close in the gap between the new security gate and the ramp which provides to the EYFS external doors (by the kitchen)	Head of School, SENCo, Site Supervisor and Principle Business Manager.	A review took place in Spring Term **Short term** – Access to the outdoor classroom and field is in the process to be updated. Medium Term – ramps / external access from the fire door in Kestrel Classroom to be resolved. Gap by the ramp to EYFS to be filled with earth or a gate stop to be inserted into the floor tiles.
All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	A complete review of the school's internal and external sings needs to be conducted to determine which are needed. All new signs are to include an image and instructions in Braille.	Head of School, SENCo, Site Supervisor and Principle Business Manager.	**Short term** – Braille and image signage request with the office.

			
Accessible signage is used, throughout the setting's environment, at all activities and events.	Where specific signage is required for a one off event e.g. summer fayre or sports day, guiding visitors and pupils to various locations, pop up signs will be used. School staff and the PTA will be made aware of the need to include images within the signs for those with communication or learning needs. On any promotional material for such events, the option to request additional support to access the site will be offered.	Head of School, SENCo, staff, PTA.	**Ongoing** –Review dates are set in the school calendar so this message is revisited throughout the academic year.
Lighting	Ensure consistency of lighting throughout the space to avoid significant shading on the floor which could lead to difficulties in perception of obstacles / hazards. LED lights have been fitted to key stage 1 and key stage 2. Ensure windows have blinds to control the amount of sunlight that enters causing potential glare.	No action needed Executive Head and Site maintenance.	Short term
Accessible playground equipment and adventure playground equipment for all pupils.	A range of playground equipment should be on offer during playtimes that meet the needs of all ages and abilities including those pupils with a physical, mental, visual or auditory impairment. New adventure playground equipment should include elements that children with a physical impairment can still safely access.	SENCo, SEN Governor, PE Co-ordinator	**Short term** – SENCo and PE Co-ordinator to review of current playground equipment in shipping container. Medium term - SENCo, SEN Governor and PE Co-ordinator to review the accessibility of any new playground adventure equipment

			prior to the purchase order being submitted.

Access to the curriculum.			
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**
All class based staff to adhere to the SEN policy to ensure that all pupils have access to the curriculum in a way that meets their specific needs.	The SEN Policy outlines the support we provide to pupils so that they can fully integrate with the curriculum on offer and progress in their learning.	All class based staff	On-going – all class based staff to annually read and understand the SEN policy. A copy of which should be on the shared drive for easy access.
Class teachers will know how to access mental health support for children in their class with parental consent.	• Staff will have discussions with parents on what support can be accessed and the benefit of the support. • Support can be accessed through using quiet spaces outside of the classroom. • External support can be accessed through the mental health lead and Emotional Mental Health Practioner	All school staff, Mental Health Lead and SENCo	Short term

Class teachers and PE staff know how to include pupils with disabilities in PE.	SENCo to provide all class teachers with 'SEND Students and PE' document to support the teaching of PE to SEND pupils. SENCo and PE Co-ordinator to investigate specific training for school staff members regarding this area of need. PE Co-ordinator to confirm the external PE coaches have sufficient training for supporting pupils with SEND	SENCo and PE Co-ordinator	**Short term**- Staff to be supplied with 'SEND Students and PE' document. SEND review with external PE specialists. **Medium term** – PE Co-ordinator to liaise with Arena about the possibility of INSET training on meeting SEN within PE lessons.
Cover staff, including supply teachers, have a clear understanding about the additional needs of pupils and how to meet these needs.	Each child on the SEND register has a One Page Profile written by themselves, in conjunction with a supporting adult.	SENCo and class teachers.	**On-going** - SENCo to follow up on a regular basis along with termly Provision Map (APDR) meetings and at the end of each academic year ready for the new Autumn Term.
Provision in place for pupils with a hearing impairment via the sound field system	The school has the ability, via a sound field system, to support those students who may suffer with a permanent or temporary hearing impairment. The system can be move where need within the building. Certain members of staff have been trained and regularly used this system.	SENCo Mr Masters	**On-going –** provision is in place for whenever it is required. Mr Masters to ensure that the system is regularly checked for operational use (including the batteries in the teacher unit).
Continue training for teachers and support staff on different aspect of SEN.	Review the needs of children with specific issues and provide all relevant support and training to staff.	SENCO	Ongoing Trust staff questionnaires informs SEN training at trust level.
To provide additional resources to access the curriculum.	For children who have been advised to use resources, purchase when a child is in need of this support.	SENCO	Short term – order when required.

	- Pastel paper books and coloured overlays for dyslexic pupils. - Large print books for visual impaired. - Additional information to go home for parents / carers. - Access to IPads for specialist apps. - Access to technology for recording.		
Displays	• Titles and captions of the display should be brief. • Lettering should be in a clear font and preferably in black against a light background. • Limit the amount in a display to reduce visual crowding • Ensure background is of contrast to what is on the display. This may mean mounting pieces of work. • Matt laminating is preferable.	Class teachers	Short term

Access to information advice and guidance.			
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**

The school needs to create the Access Plan in conjunction with other stake holders including parents with children on the school's SEND register.	This plan will be provided to the SEN Governor, the SMT and invited parents who have a child on the Record of Need for review and amendment where necessary.	SENCo	**Short term** – to be reviewed annually next review summer term 2025 **Medium term** – revision of the plan based on outcome from meetings with the listed stakeholders.
To promote Cornwall's Local Offer with all parents. https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0 To promote 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters with all parents. www.cornwallsendiass.org.uk	These two services will be highlighted via the school newsletter and on the website (once it has been refurbished).	SENCo	**Short term** **Ongoing** – regular highlights of these services will be posted in the newsletter throughout the 2024/2025 academic year.
To work with parent/carers and young people to ensure that the school website is presented in a family friendly way.	The school's website is under review by the Senior Leadership Team (SLT). Stakeholders, including parents and pupils, will be consulted as part of the revamping process.	Executive Head, Head ofSchool and SLT	**Long term – ** the process to revamp the website has begun but it is a long term situation due to acquiring quotes, agreeing finances and the building of the new site. 12-24 months.
Information available in a variety of formats including - large print - an additional language - audio.	Notifications about alternative access to documents and information from the school will be posted in the weekly newsletter and on documents being sent home. Additionally, a video post explaining that parents / carers can request alternative formats will be uploaded onto the Lewannick Facebook page.	SENCo and office staff.	**Ongoing** – notifications of alternative formats will be in posted in every weekly newsletter. The Facebook post will be regularly uploaded onto the page throughout the year so parents and careers are aware.
Review meetings are held at a time where parents / carers can attend	• Book physical meetings during school hours with plenty of notice and offer phone meetings. • There are two way communication channels which are regularly used to	SENCO SENCO and class teacher	Short term

	support sharing information. Many parents are emailing staff regularly.		
Regular communication with parents regarding SEND issues takes place to highlight how school can support families.	• Ensure collaboration and sharing between school and families. • Ensure parent and pupil engagement in learning and school community across activities. • Weekly newsletters encourage parents / carers to contact members of staff including family support worker. Class teacher and family support worker also involve SENCO in contact. • Monthly SEND corner on the school newsletter to give support to parents. • Termly parent questionnaires for SEND parents.	SENCO, class teacher, family support worker and office staff. SENCO	Ongoing
Establish close liaison with outside agencies for pupils with ongoing health needs e.g. diabetes, severe asthma or mobility.	• Ensure collaboration between all key agencies. • Deliver an inclusive curriculum, which supports achievements for all.	SENCO, class teacher Class teacher, curriculum leads, outside agencies as needed	Ongoing

Ensuring inclusion in the school community.			
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**

To celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult. Reports are adapted to show children's progress within their appropriate academic range.	Continue to use Star of the Week assemblies and postcards home from the CEO, Head of School and class teachers to celebrate successes.	SENCo and Head of School	**Ongoing** - review end of year reports and test score handouts to ensure that they are being recorded in line with agreed practices across every class.
Signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer.	Families will be advised of these services in the future via the school newsletter, Local Offer leaflet provided to all families and at termly Assess, Plan, Do, Review meetings.	SENCo and class teachers.	**Ongoing -**information to be regularly posted in the newsletter and on Facebook page throughout the school year. Parents/ careers with a child / children on the Record of Need to be provided with updated information via APDR meetings every term.
Information available in a variety of languages.	Notices to be regularly posted in the weekly newsletter and on the Lewannick Facebook page offering information in alternative languages to English should it be required. Families with EAL will be made aware of this provision via the school office when visiting or starting at the school.	SENCo and office staff.	**Ongoing –**the weekly newsletter and Facebook page will continue to carry this information.
To raise the awareness, understanding and inclusion of SEN and disability across the whole school	Diversity Days and promoting positive awareness of different types of disability and differences such as classes learning to sign in Makaton, or BSL, an awareness of neurodiversity and children on the Record of Need being given the opportunity to educate their peers about their needs and abilities. Assemblies celebrating differences and raising awareness of various forms of SEN and disability.	SENCo and Head of School to co-ordinate. All teaching staff to deliver the outcomes.	**Ongoing –**Specific diversity days need to be timetable in the school calendar throughout the academic year. SENCo to monitor the contents of PSHE lessons to ensure diversity and inclusion awareness is being regularly and consistently taught.