



Breage C of E Primary School



# Accessibility Plan

September 2025

## Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of **Breage C of E Primary School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Hub Council 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:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Hub Councillors
- External partners

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.

Signed by:

Mrs L Holliehead (Head of School)

Date: September 2024

Mrs M Bungay (SENDCO)

Date September 2024

**Next Review Date: September 2025**

## **The Equality Act**

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, o 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

| Compliance with the Equality Act |                          |      |                             |            |       |
|----------------------------------|--------------------------|------|-----------------------------|------------|-------|
| Accessibility Outcome            | Action to Ensure Outcome | Who? | Long, Medium or Short-Term? | Time Frame | Notes |
| None identified at this time.    |                          |      |                             |            |       |
|                                  |                          |      |                             |            |       |

## **Planning Duty 1: Curriculum**

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

|                    | Issue                                                                                                                     | What                                                                                                                                                                                                                     | Who                                        | When                           | Outcome Criteria                                                                          | Review                                          |
|--------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>Short Term</b>  | School needs to determine if relevant staff have skills, knowledge and understanding to support with pupils complex DSEN. | Audit SEND provision and provide training to staff members.                                                                                                                                                              | Head of school/<br>External advisors/SENCO | Autumn 2024<br><br>Spring 2025 | Staff members have the skills to support children with SEND                               | Summer 2025                                     |
| <b>Medium Term</b> | Pupils with complex SEND cannot access mainstream provision.                                                              | Provide alternative timetabling, provision and resources. Review school staffing to respond to need.                                                                                                                     | Head of School /<br>SENCO                  | Autumn 2024<br><br>Spring 2025 | Pupils with SEND can access some mainstream provision.                                    | Summer 2025 & On-going after class transitions. |
|                    | Extra-curricular activity opportunities are not wholly accessibly for individuals with some complex SEND.                 | The needs of future pupils and current pupils whose circumstances change will be reviewed as staff learn of impairments. Changes to allow for the greatest level of participation will be made as the review recommends. | Head of school/<br>External advisors/SENCO | By Summer 2025                 | Planning of school trips & extra-curricular activities take into account pupils with SEND | Summer 2025                                     |

|                  |                                                                               |                                                                                 |                                            |             |                                                   |             |
|------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------|-------------|---------------------------------------------------|-------------|
| <b>Long Term</b> | To assess future pupils needs against the curriculum to assess accessibility. | Make reasonable adjustments to the curriculum for pupils with DSEN as required. | Head of school/<br>External advisors/SENCO | Summer 2025 | Pupils with DSEN can access the curriculum fully. | Autumn 2025 |
|------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------|-------------|---------------------------------------------------|-------------|

## Planning Duty 2: Physical Environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

|                   | Issue                                                                                                         | What                                                                                                                                                                       | Who                                     | When           | Outcome Criteria                                                                                                                        | Review                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Short Term</b> | Review Personal Emergency Evacuation Plans for pupils with physical difficulties, or any pupils who may join. | Identify all exit routes for pupils with physical difficulties, including changes in route due to changes in class allocations.                                            | SENDCO/<br>Teachers/Teaching Assistants | September 2024 | Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties. | September 2024<br>January 2025<br>April 2025 |
|                   | Access from KS2 classrooms doors is inhibited by stairs on both sides.                                        | Ensure the lift is regularly maintained and kept clear for access.<br><br>Toilet plan to be implemented if a KS2 pupil requires support accessing across different floors. | ASPIRE Estates / Site Manager           | September 2024 | Access to whole school building is improved.                                                                                            | September 2024 & On-going.                   |

|                    |                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                  |                                               |                                                                                                                                                    |                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
|                    | Corridors should be of sufficient width and free of hazards if they are to be used by visually or mobility impaired pupils or staff. | Maintain all lobbies and corridors with a clear width and no obstructions.                                                                                                                                                                                                                           | All staff and pupils                                             | September 2024                                | Guaranteed accessibility throughout the building.                                                                                                  | September 2024 & On-going. |
| <b>Medium Term</b> | Pupils require higher level provision in order to meet their sensory needs both indoors and outdoors.                                | <p>To develop a sensory room / areas to provide this provision for specific pupils.</p> <p>To develop a secure all-weather outdoor space for pupils who sensory needs to access.</p> <p>Utilize non-classroom spaces at Breage School to ensure sensory needs are catered for in different ways.</p> | SENCO / Head of School                                           | September 2024                                | <p>Sensory room / spaces will be in place to regulate sensory needs.</p> <p>Outdoor learning space will be in place to regulate sensory needs.</p> | January 2025               |
|                    | New pupils with a disability.                                                                                                        | <p>Review Emergency Action Plans and create Personal Evacuation Plans.</p> <p>This could include access to toilets (hand rails / modified facilities).</p>                                                                                                                                           | SENCO / Head of School / Class Teacher                           | As soon as practicable after starting school. | Personal action plan in place for identified pupils & staff.                                                                                       | Autumn 2024                |
|                    | New pupils or staff with a visual impairment.                                                                                        | Doors to significant facilities should be marked with Braille signs.                                                                                                                                                                                                                                 | Aspire Estates Department School Site Manager                    | As soon as practicable after starting school. | All significant areas with the school are signposted with Braille.                                                                                 | Summer 2025                |
|                    | New wheelchair-using pupils or staff join the school.                                                                                | Circulation in classrooms should be monitored. Suitable routes should be created in the dining area. Switches to be                                                                                                                                                                                  | Aspire Estates Department Health & Safety Advisor Inclusion Team | As soon as practicable after starting school. | Any wheelchair using pupils or staff will have full access to the physical environment.                                                            | Summer 2025                |

|                  |                                                            |                                                                                       |                               |             |                                               |           |
|------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------|-------------|-----------------------------------------------|-----------|
|                  |                                                            | changed if necessary to suit an individual's needs.                                   |                               |             |                                               |           |
| <b>Long Term</b> | Persons with hearing loss are not warned of fire by alarms | Consider replacement of fire warning systems / audit of current locations of systems. | Head of School / Site Manager | Summer 2025 | Visual and audible alarm systems are present. | July 2025 |

### Planning Duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

|                   | Issue                                                                                                                                 | What                                                                                                                              | Who                    | When        | Outcome Criteria                                                              | Review      |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------|-------------------------------------------------------------------------------|-------------|
| <b>Short Term</b> | Leadership are aware that some information provided is not easily accessible for families and pupils who do not have internet access. | Audit of information delivery procedures – provide alternative delivery system for such families who do not have internet access. | SENCO / Head of School | Autumn 2024 | School is aware of accessibility gaps to its information delivery procedures. | Autumn 2024 |

|                    |                                                                                                       |                                                                                                                                                                                                                             |                        |             |                                                                                                        |             |
|--------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------|--------------------------------------------------------------------------------------------------------|-------------|
|                    | Ensure parents are able to access teachers and other staff members when they need to speak to someone | Ensure all parents and staff are clear on the system: Parents phone the school to book an appropriate time when the staff member can phone them.<br>Emails between staff and home are shared via the 'hello' email account. | All Staff              | Autumn 2024 | All parents are able to communicate with staff when needed.                                            | Spring 2025 |
|                    | Ensure that all reports from external agencies are shared with relevant staff and families            | Aspire leads, Head of School and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals.                                                                              | All staff              | Autumn 2024 | Parents are well informed and actions are taken in light of advice from professionals.                 | Spring 2025 |
| <b>Medium Term</b> | Some written information is not accessible to people with visual Impairments / who struggle to read.  | Provide written information in alternative formats including 'easy read', 'large print' or 'symbols' or face-to-face meetings to share information.                                                                         | SENCO / Head of School | Autumn 2024 | Written information is fully accessible to all with visual impairments / alternative support provided. | Spring 2025 |
| <b>Long Term</b>   | People with DSEN may not be able to fully access all areas of the School website.                     | Audit of website                                                                                                                                                                                                            | SENCO / Head of School | Spring 2025 | Website is fully accessible.                                                                           | Spring 2025 |