



St Minver School Accessibility Plan

Contents

[Statement of intent](#)

1. [Planning duty 1: Curriculum](#)
2. [Planning duty 2: Physical environment](#)
3. [Planning duty 3: Information](#)

Statement of intent

This plan works in conjunction with our **School Development Plan** and outlines the proposals of the hub council of St Minver 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 head of school 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.

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
Short term	Staff should feel confident in anticipating required adaptations across the curriculum for SEND pupils.	Audit of curriculum areas IEP/EHCP review meetings Training needs identified Strong transition year to year	Subject leaders Headteacher SENCO Class teachers	Ongoing	Senior Leadership Team and teaching staff are aware of any outstanding accessibility issues in the curriculum
	Staff members should have the skills to support pupils with SEND	Individual training needs identified and addressed Weekly TA meetings Twilight Training for teachers from within the Trust e.g. delivering scaffolded learning to improve self-help/independence	SENCO Trust inclusion specialists Health professionals	Ongoing	Staff members feel equipped to support children with SEND

		Involvement of outside professionals eg OT, physio, SEN Services			
Medium term	School trips and field work should take into account the needs of pupils with SEND	<p>Trips will not take place unless they are accessible to all pupils in that class</p> <p>Needs of pupils with SEND incorporated into planning process.</p> <p>Risk assessments ensure appropriate control measures are put in place.</p> <p>Additional staff deployed as required.</p> <p>Social stories, or other enhanced preparation, may be used so that SEND pupils can confidently access forthcoming trips.</p>	<p>Class teachers</p> <p>SENCO</p> <p>All staff</p>	Ongoing	Planning of school trips always takes into account pupils with SEND

<p>Long term</p>	<p>Pupils with SEND should be able to access all lessons</p>	<p>Rationale for staff deployment each year based on the needs of each cohort.</p> <p>Strong transition arrangements/meeting time year to year.</p> <p>IEP/EHCP review will focus on any unresolved/unanticipated barriers.</p> <p>ICT adjustments eg tablets, individual/class laptops/talking tins.</p> <p>'No outsiders' agenda and school motto threaded through daily practice will ensure each person feels they 'belong' and have a responsibility to make sure others do too.</p>	<p>Headteacher and Senior Leadership Team</p> <p>SENCO</p> <p>County Physical and Medical needs advisor</p> <p>SENCO</p>	<p>Ongoing</p>	<p>Pupils with SEND can access lessons</p>
-------------------------	--	---	--	----------------	--

Planning duty 2: Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment 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
Short term	Senior Leadership Team should be confident that the school's physical environment is accessible to all	Regular site walks between Head and site manager Feedback given by visiting health professionals eg OT service, visually impairment advisor	Headteacher Site manager Premises team Visiting health professionals	Ongoing	School has overcome any barriers to its physical environment, and will continue to review this as pupils grow and their needs change.
Medium term	Learning environment should be accessible to pupils with visual impairment	Site manager's paint plan is on a five-year cycle and leadership team is committed to this. New colour schemes incorporate contrast between levels. Prioritise spaces to be used by cohorts including visually impaired pupils. Change within classroom layouts will be minimised, in order that visually impaired pupils can easily 'learn' the layout. Teacher for the Visually Impaired will advise staff and support learning	Site manager Premises team Headteacher SENCO Class teachers	Ongoing	Learning environment is accessible to pupils with visual impairments

	All children should have accessible toilet facilities	Ensure facilities match any manual handling plan. Ensure staffing allows safe manual handling for intimate care	SENCO OT and physio services All staff	Ongoing	Appropriate access
Long term	Children with physical disabilities should have access to all school buildings	Review that this remains the case as pupils' needs change.	Head of school SENCO OT and physio services Premises team	Ongoing	School buildings are fully accessible

Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information 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, taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Leadership and admin teams should ensure that all information to pupils and their families takes account of disabilities and that preferred formats are provided within a reasonable timescale.	<p>Audit of information delivery procedures, including website.</p> <p>Necessary adjustments made as required.</p> <p>Alternative means of communication employed, seeking advice from external providers as needed.</p> <p>Reception class teacher will ask all new families if there is anything additional they need from us during the 'getting to know you' phone call/first meeting.</p> <p>This to be revisited at the point of transition each year.</p>	<p>SENCO</p> <p>IT team</p> <p>Admin</p> <p>Headteacher</p> <p>EY teacher</p> <p>Class teachers</p>	Ongoing	School is able to solve any accessibility issues in its information delivery procedures, prior to the new school year.	Autumn 2025
Medium term	Staff should have the necessary specialist information to be able to implement all recommended adaptations to communication.	Termly IEP/annual EHCP reviews will allow a period review of agreed actions.	<p>SENCO</p> <p>Class teachers</p>	Ongoing	All staff feel confident that they have the necessary training to make any communication	Autumn 2025

		Any training needs that arise will be met.	Teaching assistants Senior Leadership team		adaptations for SEN pupils.	
--	--	--	---	--	-----------------------------	--