

Pennoweth Primary School

Accessibility Plan

2026-2028

Date: September 2026

Next Review Date: September 2027

Contents

Key Staff and Governors: 2
1. Crofty Vision and Values 2
2. Purpose of Plan 3
3. Definition of Disability 3
4. Key Aims 3
5. Curriculum Access 3
6. Physical Access 4
7. Access to Information 5
8. Monitoring and Evaluation 6
9. Success Criteria 6

Key Staff and Governors:

Headteacher: Cassie Pamplin
Chair of LGC: Karen Brokenshire
LGC member responsible for SEND: Ann O'Hagan
Special Educational Need and Disabilities Coordinator: Sarah Rowell

All staff and governors can be contacted via the school office:
Phone: 01209 215671 **Email**: pennowethhelp@croftymat.org

1. Crofty Vision and Values

Pennoweth Primary School is part of the Crofty Education Trust, a group of eighteen schools working as one and serving the communities of West Cornwall.

Our purpose is to give our children the best possible start in life, to unlock possibilities and enable them to make choices about their future.

Driven by our values, we are engaged in a restless pursuit of excellence, creating the highest quality learning for staff and children alike.

By "working as one", we have created a culture of shared responsibility for all children in our schools. Sharing resources enables us to maximise opportunities, innovate and pursue equity for our learners.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied.

2. Purpose of Plan

The purpose of this plan is to outline the current targets we have at our school to increase accessibility to the physical environment, the curriculum, and written information, ensuring that all pupils, staff, and visitors with disabilities can fully participate in and benefit from all aspects of school life.

3. Definition of Disability

A person has a disability if they have 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 includes neurodiversity, specific learning disabilities, mental health conditions, and physical disabilities.

4. Key Aims

1. To ensure that all disabled pupils can participate fully in the school curriculum.
2. To improve the physical environment to ensure accessibility for all.
3. To improve access to information for disabled pupils, staff, and parents/carers.

5. Curriculum Access

Target	Strategies	Timescale	What will success look like?
Ensure disabled pupils can access the curriculum.	Ongoing review of SEND pupils' access to the curriculum. Observations, adaptive equipment, and resources are provided as necessary.	Ongoing	All children have equal access to a broad and balanced curriculum, with appropriate equipment and support.
Provide targeted support and adaptive teaching.	Regular INSET and external training and CPPD for staff to improve their adaptive teaching methods.	Ongoing	Staff are confident in adaptive teaching, and children have personalised learning plans or Star Plans if required.
Access to technology for learning.	Conduct an audit of ICT resources. Provide specialist software and equipment, such as enlarged keyboards or audio equipment, to meet specific needs.	As needed	All necessary assistive technology is available and in use by pupils who need it.

Ensure participation in extracurricular activities.	Risk assessments for clubs, school trips, and extracurricular activities. Adapt activities as necessary to include all children.	Ongoing	All children are able to participate in school clubs, visits, and events, regardless of disability.
Accessible ICT provision	Assistive technology inventory, software licences, accessibility settings	Ongoing	Provide assistive software; ensure devices have accessibility settings enabled; train staff and pupils; maintain equipment inventory

6. Physical Access

Target	Strategies	Timescale	What will success look like?
Ensure the school is accessible for pupils, staff, and visitors with physical disabilities.	Ensure pathways and corridors are clear of obstructions. Ensure exterior lighting is functioning and step edges are marked for visually impaired children.	Ongoing	All areas of the school are fully accessible for children, staff, and visitors with disabilities.
Appropriate lighting levels	Lighting survey, glare reports, lux readings, pupil sensory profiles	Ongoing	Installing acoustic panels; add soft furnishings where appropriate; background noise from equipment reduced
Accessible playgrounds	Surface inspection, photos, equipment review, wheelchair access checks	Ongoing	Repair uneven surfaces; install accessible play equipment; improve ramps/routes; create inclusive play zones
Accessible routes between buildings	Ensure regular surface condition checks	Ongoing	Repair pathways; improve drainage; install ramps or handrails; add lighting; ensure

			routes are gritted in winter
Sensory gardens/outdoor learning spaces	Photos, outdoor learning timetable, planting/accessibility review	Ongoing	Consider sensory garden; add raised beds; create accessible paths; include quiet seating; link use to curriculum and wellbeing support

7. Access to Information

Target	Strategies	Timescale	What will success look like?
Ensure all information is available in accessible formats	Provide written materials in large print, Braille, audio, or symbols as required. Ensure digital materials comply with accessibility standards (WCAG 2.1).	Ongoing	All parents/carers, children, and staff with disabilities can access school communications in a suitable format.
Maintain strong communication with parents and carers of children with SEND.	Ensure regular contact between SENDCo and parents. Hold termly reviews for pupils with SEND, ensuring open communication.	Ongoing	Parents feel informed and supported, with clear communication regarding their child's needs and progress.
Provide staff with training on communicating with children with disabled and parents	Regular training sessions on the use of assistive technology, visual aids, and accessible communication strategies.	Ongoing	Staff are confident in communicating effectively with children and parents with disabilities.

9. Policy, Compliance and Strategic Planning

Target	Strategies	Timescale	What will success look like?

Equality impact considered in estates decisions	Equality impact assessments, project briefs, design meeting notes	Ongoing	Complete equality impact assessment for new projects; include SENDCo/pupil voice in planning; document inclusion considerations
SEND provision reflected in estate planning	SEND strategy, EHCP trend data, specialist provision plans	Ongoing	Align estate plans with projected SEND needs; identify future specialist spaces; include SEND priorities in capital bids
Maintenance issues affecting inclusion identified	Helpdesk logs, premises reports, contractor records	Ongoing	Flag inclusion-related maintenance as priority; track recurring issues; create escalation route for urgent access barriers
Capital priorities aligned to inclusion needs	Condition surveys, accessibility audits, budget plans	Ongoing	Rank capital works by inclusion impact; develop costed improvement plan; seek funding or phased delivery options

10. Monitoring and Evaluation

- The Accessibility Plan will be reviewed annually by the Headteacher and SENDCo.
- Regular feedback will be collected from children with disabilities, parents, and staff to assess the effectiveness of the plan.
- All new projects or refurbishments will be evaluated for accessibility compliance.

11. Success Criteria

- All children with disabilities are able to access a broad and balanced curriculum, participate in school activities, and feel included in the school community.
- The physical environment is safe, accessible, and inclusive for all children, staff, and visitors.

- Information is presented in accessible formats, ensuring clear communication for all stakeholders.