



Accessibility Plan 2022 - 2024

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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#AsOne Kernow Learning



At Constantine School we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all 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.

Purpose of Plan

This plan shows how Constantine School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Constantine School is a single storey building with automatic door front access and a disabled toilet in the main foyer. The school is maintained under the PFI2 agreement by Interserve. It is possible to access all areas of the school building in a wheelchair and to navigate around all areas of the outside. Access to the lower field at present would be tricky as there is no designated path. Access to the Learning Lodge on the lower field would not be possible at present.

At present we have no wheelchair dependent pupils, parents or members of staff; however, we do have staff members and a parent who have physical access requirements.

The school has children with a range of disabilities to include moderate and specific learning disabilities. There are several children on the Autistic Spectrum. There are some children who have mobility problems and motor skills difficulties.

We have a small number of pupils who have a hearing impairment and a few with slight vision difficulties.

<u>Increasing access for disabled pupils to the school curriculum.</u>

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs



within mixed ability, inclusive classes. We have dyslexia friendly accreditation.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visit.

Target	Strategies	Timescale	Responsibility	Success Criteria	
	SHORT TERM				
To liaise with Nurseries and Pre School to review potential needs for September intake.	Identify pupils who may need different provision so it can be sourced in time.	Summer Term	HT and EYFS teacher	Procedures, staff and equipment in place from September	
To review all statutory policies to insure they reflect inclusive practice and procedures.	To comply with Equality Act 2010	Ongoing	HT All SLs Govs	All policies reflect inclusive practice and procedure	
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs	
		MEDIUM TERM			
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for adaptations for specific learning difficulties Invite people with disabilities into school and promote positive images of disability throughout the curriculum.	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation. Increased pupil awareness of disabilities.	



Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Use ICT software to support learning	Research and install new software for specific children.	As required	ICT Subject Leader	Wider use of SEN resources in classrooms
		LONG TERM		
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	All staff and Educational Visits Subject Leader	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports persons to come in school.	As required	PE Subject Leader and Penryn Partners hip	All to have access to PE and be able to excel

Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate – monitor recent modifications to automatic door	As required and at induction. Ongoing but ensure changes have been successful in fire evacuations etc Daily interactions with parents with HT on gate.	SENCO Headteacher Headteacher	EHCPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities



	access and ramp height changes Through questions and			
	discussions find out the access needs of parents/carers through newsletter			
Ensure visually stimulating environment for all.	Colourful, lively displays and inviting role play areas.	As required	All staff	All displays are visually stimulating.
	Topics reflected in each classroom in exciting way.			
MEDIUM TERM				
Improve ease of access in classrooms and corridors	Continually monitor classroom layout, role play set up to ensure spaces and routes are clutter free and accessible to all.	Ongoing	All staff	Whole school ethos on keeping neat and tidy. All spaces are easily accessible and free form hazards.
	Ensure all places are tidy and cloakrooms and corridors have no trip hazards.			
LONG TERM				
Ensure adaptations / upgrades continue to be made for staff amputee	JS to advise as she rehabilitates back to work after amputation	2017 - 18	HT / JS	Majority of site accessible to amputee

Improving the delivery of information to disabled pupils and parents

This will include planning to make information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to pupils and parents we again need to establish the current level of need and be able to respond to changes in



the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time- scale	Responsibility	Success Criteria
SHORT TERM				
To ensure all children with ASD have access to all aspects of school	Regular parental communication Individualised multisensory teaching strategies. Involve outside agencies for support and ideas	Ongoing	Class teachers and SENCO	School can offer a wide range of techniques to deal with ASD issues.
MEDIUM TERM				
Review information to parents/carers to ensure it is	School office will support	During induction	KS1/office	All parents receive information in a form that they
accessible.	and help parents to access information and complete school forms Ensure website and all	On-going Current	School Office Office / ICT SL	Useful documents are accessible on the
	document accessible via the school website can be accessed by all parents.		JL .	website and in the foyer area for parents to help themselves.
Ensure all staff are aware of	Guidance to staff on dyslexia and accessible	On-going	SENCO	
guidance on accessible formats	information. Dyslexia CPD			Dyslexia friendly resources used
Annual review information to be as accessible as possible	Develop child friendly EHCP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Information in simple language, symbols, large	Ensure website is fully compliant with requirement for access by person with visual	Ongoing	Office	All can access information about the school



print for	impairment.		
prospective			
pupils or	Ensure all school information		
prospective	is available via the school		
parents/carers	website.		
who may have			
difficulty with			
standard			
form of print.			

LONG TERM				
Languages other	Some welcome signs to be		HT	Confidence
than English to	multi-lingual			of parents to
be visible in				access their
school				child's
				education
Provide	Access to translators,		SENCO and	Pupils and/or
information in	sign language	As required	HT	parents feel
other	interpreters to be			supported and
languages for	considered and offered if			included
pupils or	possible			
prospective				
pupils who may				
have difficulty				
with hearing or				
language				
problems				