Falmouth
Primary Academy

Accessibility Plan

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School Policy

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Falmouth Primary Academy Accessibility Plan 2025

The Disability Access Plan addresses and recognises the requirements of the Equality Act 2010 (Disability Discrimination Act (DDA) 1995 AND 2005). The plan identifies work required in order to give all disabled users access to all parts of the building and includes recommendations for required remedial actions, ongoing monitoring and control measures that illustrate good practice in terms of meeting the needs of disabled people.

Purpose of Plan

The purpose of this plan is to show how Falmouth Primary Academy intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Falmouth Primary Academy.

Definition of disability

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.

Key Objective

To reduce and eliminate barriers for access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with our school's aims and equal opportunities policy and SEND and Inclusion policies
- The school recognises its duty under the DDA:
  - 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, governors and staff will have regard to the DRC Code of Practice.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

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 teaching and learning lies at the heart of our school. Through self-review and continuous professional development, 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.

It is a core value of our 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 or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

We have a made appropriate changes to the building to meet the needs of the pupils. Provision, in exceptional cases, will be negotiated when the child's specific needs are known.

We have a wide range of equipment and resources suitable for the day-to-day use of children in the age range. The school improvement plan process will consider such needs on an annual basis.

Improving the delivery of written information to disabled pupils

In planning to make written information available to disabled pupils, we again need to establish the level of current need and be able to respond swiftly to changes in the range of need. For example, it would be a misuse of finite school resources to commit funding to providing Braille or large print versions of all school materials (identified in italics above) if there are no children on roll who require such access. However, the school will identify agencies and sources of such materials to be able to make provision whenever it is required.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, overhead projections, should that be necessary. This is a core part of a teacher's work.

Financial Planning and control

The Headteacher and the LGB will review the financial implications of the accessibility plan as part of the normal budget review process.

Falmouth Primary Academy

Falmouth Primary Academy is a co-educational school with approximately 180 children on roll whose ages range from 4 -11 years.

The original school buildings were built in (Infants 1952, Juniors 1973), across the buildings the school has sixteen classrooms, and some have shared cloakroom areas. There are three large halls that are used for PE, assemblies and lunch time. The library is stocked with lots of books for children to choose from which the children may choose to read. The school buildings have two disabled toilets, as well as an accessible toilet for children including changing facilities.

Outside there are four large tarmac playgrounds, a partially covered and enclosed EYFS outdoor learning area, a large, separate, sports field, and eco garden and separate gardening areas. The large field is used on dry days for playtime and for games lessons. The grounds are well laid out and all outdoor areas are accessible.

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Access Check List for Falmouth Primary Academy – September 2025

Approach and Car Parking

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building within convenient distance of a public highway?	✓		
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		
4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?	✓		
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9	Is it adequately lit?	✓		
10	Is it identified by visual, audible and tactile information?	✓		
11	Is there car parking for people with reduced mobility?	✓		There is lots of parking but nothing marked for disabled use – this would be reviewed if the need arose in the future
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking suitably surfaced?	✓		
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	✓		

General Notes for approach and parking:

There is a significant amount of parking within the school grounds but we do not have bays marked out for disabled parking – this would be reviewed if the need arose in the future.

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Routes and external level change including ramps and steps

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓		
2	Is it wide enough and suitably graded?	✓		
3	Is the surface slip resistant?	✓		
4	Are there kerbs and are there edges protected to prevent accidents?	✓		
5	Are there handrails to one or both sides?	✓		
6	Are there (alternative) steps & ramp		**N/A**	
7	Identified by visual/tactile information?		**N/A**	N/A at this time, would be added if necessary
8	Are there handrails to one or both sides?	✓		
9	Are ramps and steps adequately lit?	✓		
10	Are treads and risers consistent in depth and height?	✓		
11	Are all nosing's marked and/or readily identifiable?	✓		
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	✓		

General Notes for routes and external level change including ramps and steps:

The school is on a level site, apart from one area where we have a set of steps, there is a platform lift to use and there is level access to reception with fully accessible doorways.

Outside there are options of ramps to use to avoid any stepped areas.

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Entrances – including Reception

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass, is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Does it have a level or flush threshold, and a recessed Matwell?	✓		
5	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	✓		
7	Can the door furniture be used at both standing and seated height?	✓		
8	Can it be easily grasped and operated?	✓		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	✓		
10	If the door is power-operated does it have visual and tactile information?		**N/A**	N/A at this time, would be added if necessary
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	✓		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	✓		
13	Do lobby layouts enable all users to clear one door before going through the next?	✓		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✓		
15	Does the lighting installation take account of the needs of visually disabled people?		✓	N/A at this time, would be added if necessary
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	✓		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓		

19	Is it fitted with an induction loop?		✓	N/A at this time, would be added if necessary
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	✓		Floor Plan (not tactile – would be added if necessary)

General Notes for entrances including reception:

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Horizontal Movement and Assembly

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		
2	Is each corridor etc. free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	✓		
4	Is turning space available for wheelchair users?	✓		
5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
6	Are there visual clues for orientation?	✓		
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	✓		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		
9	Are there tactile signs and information for those with impaired vision?		✓	N/A at this time, would be added if necessary
10	Is the maintenance of these items checked regularly?		**N/A**	N/A at this time, would be added if necessary
11	Is lighting designed to meet a wide range of needs?	✓		
12	Is sufficient circulation space allowed for wheelchair users?	✓		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
15	Are all areas for assembly/meeting equipped with an induction loop system?		✓	N/A at this time, would be added if necessary

General Notes for horizontal movement and assembly:

*Mobile Hearing Loop and Braille signs are not used across the school – this would be reviewed if the need arose in the future

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Doors

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	✓		
2	If glass, are they visible when shut?	✓		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		
4	Does the clear opening width permit wheelchair access	✓		
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
6	Is any door furniture/handle at a height for standing/sitting use?	✓		
7	Are door/handles clearly distinguished?	✓		
8	Can the door furniture/handles be easily operated/grasped?	✓		
9	If door closers/mechanisms are fitted, do they provide the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?	 ✓ ✓ ✓ ✓		
10	Is door/mechanism function checked regularly?	✓		

General Notes for doors:

- New Fire Doors fitted with visual panels throughout school premises

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Lavatories

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	✓		
2	Do all lavatory areas have slip-resistant floors?	✓		
3	Are all fittings readily distinguishable from their background?	✓		
4	Are all door fittings/locks easily gripped and operated?	✓		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?		✓	We have disabled toilets in both school buildings.
6	Is provision made for wheelchair users in disabled toilets?	✓		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	✓		
8	Is the location clearly signed?	✓		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
10	Are the door fittings/locks and light switches easily reached and operated?	✓		
11	Is there an emergency call system and is someone designated to respond?	✓		
12	Can the emergency call system be operated from floor level?	✓		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
14	Are the fittings arranged to facilitate these manoeuvres	✓		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	✓		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc. and is any difficulty caused by the activity of service contractors?	✓		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?		**N/A**	

General Notes for lavatories:

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Fixtures and Fittings

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?	✓		
2	Is it possible for people with disabilities to serve as volunteers?	✓		Adjustments to be made as required
3	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	✓		Adjustments to be made as required
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		Adjustments to be made as required
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		**N/A**	
6	Are all relevant locations clearly signed?		**N/A**	

General Notes for fixtures and fittings: Adjustments to be made as required.

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Information

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is the building equipped to provide hearing assistance?		✓	N/A at this time, would be added if necessary
2	Does lighting installation of the building take into account the needs of people with visual disabilities?		✓	N/A at this time, would be added if necessary
3	Are there large-print versions of information about the building/activities available?		✓	N/A at this time, would be added if necessary
4	Is there braille information available for people with visual disabilities?		✓	N/A at this time, would be added if necessary

General Notes for information:

Large print versions and Braille versions of information are not available – to be made available on request.

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Means of Escape

Consider each question from the perspective of each type of disability:

	Question	Y	N	Action Point
1	Is there a visible as well as audible fire alarm system?		✓	Audible Only*
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
4	Is the evacuation strategy checked regularly for its effectiveness?	✓		
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
6	Are all fire warning devices and detectors checked routinely and regularly	✓		

General Notes for information:

*When the fire alarm sounds, the emergency lighting does come on which gives some visual awareness that an alarm is sounding.

Appendix B

The accessibility plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. Following the audit in Appendix A the key actions are below:-

Key Actions					
Term	**Target**	**Strategy**	**Outcome**	**Time Frame**	**Goal Achieved**
Long Term	Large print and brail versions of information to be made available if and when necessary. Signage across the school will be consistent, clear, well positioned and accessible to all.	Ensure tactile information is provided when necessary. Ensure staff know how to access such materials. Consider the position and detail of signage across the school - accurate maps of school buildings and grounds - disabled toilets - wheelchair friendly exits and entrances - additional signage for reception area closer to car park		As and when required	

Summary

Falmouth Primary Academy is an accessible school and site.

Actions flagged are long term targets generally requiring small amounts of expenditure in the purchase or preparation of fixtures, fittings and signage.

Reviewed and updated by Hannah Stevens (Headteacher)