



Trevisker
Primary School



Accessibility Plan

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Accessibility Plan

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Scope and Purpose of Plan

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.

The purpose of this plan is to show how Trevisker Primary School intends, over time, to enhance 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 Trevisker Primary School.

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.

Key Objective

To reduce and eliminate barriers to the curriculum and to facilitate equitable 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, 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 Disability Rights Commission (DRC) Code of Practice.
- The school recognises and values family knowledge of their child's disability and its effect on their ability to carry out normal activities.
- The school respects the family and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred approaches to learning
- The school 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 commit to making reasonable and appropriate changes to the building to meet the needs of our 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

Written information should take account of pupils' disabilities and pupils' and families' preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils, we consider the current level 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 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.

We also have specific strategies for each subject within school to ensure all pupils can access the learning.

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. Inclusive practice is a core part of a teacher's work.

Financial Planning and control

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

Background

Trevisker Primary School is a primary school with approximately 130 pupils on roll. The original school building was built in 1958, changes being made to this over time and a new staffroom was built in 2010.

There are 10 classrooms, office spaces for administrative and leadership colleagues as well as small spaces for pupils to work in and outbreak areas.

Corridors house cloak areas and for some year groups there are shared learning spaces for intervention work to be carried out. There are several toilets. There is also an accessible toilet directly off the school hall.

Outside we have two play areas – comprising two playgrounds and these are used for Key Stage Two, and a further play area for Key Stage One. Early Years have their own outside space where learning and play is held in a secure garden and paved areas.

The school field is accessible via level paths and in this space, there is bike track and an outside shelter.

Appendix A

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Access Checklist for Trevisher Primary School, September 2025

Approach & 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?	Y		
2	Is the building within convenient distance of public transport?	Y		
3	Is the building within convenient distance of car parking?	Y		
4	Is the route clearly marked/found?	Y		
5	Is the route free of curbs?	Y		
6	Is the surface smooth and slip resistant?	Y		
7	Is the route wide enough?	Y		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	Y		
9	Is it adequately lit?		N	See below
10	Is it identified by visual, audible and tactile information?	Y		
11	Is there car parking for people with reduced mobility?	Y		
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	Y		
13	Is the car parking as near the entrance as possible?	Y		
14	Is the car parking suitably surfaced?	Y		
15	Is the route to the building kept free of snow, ice and fallen leaves?	Y		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	Y		

General Notes for approach and parking:

8. External light not adequate, reported to the Estates Team.



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Access Checklist for Trevisher Primary School, September 2025

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?	Y		
2	Is it wide enough and suitably graded?	Y		
3	Is the surface slip resistant?	Y		
4	Are there curbs and are there edges protected to prevent accidents?	Y		
5	Are there handrails to one or both sides?	Y		
6	Are there (alternative) steps & ramp	Y		
7	Identified by visual/tactile information?		N	See below
8	Are there handrails to one or both sides?	Y		
9	Are ramps and steps adequately lit?		N	See below
10	Are treads and risers consistent in depth and height?	Y		
11	Are all nosing's marked and/or readily identifiable?	Y		
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	Y		

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

- 7. The use of Braille signage to be considered, full signage review.
- 9. Please see action point Appendix A.



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Access Checklist for Trevi Primary School, September 2025

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?	Y		
2	If glass, is it visible when closed?	Y		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y		
4	Does it have a level or flush threshold, and a recessed Matwell?	Y		
5	Is there visibility through the doorway from both sides at standing and seated levels?	Y		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?	Y		
7	Can the door furniture be used at both standing and seated height?		N	See below
8	Can it be easily grasped and operated?	Y		
9	If the door has a closer mechanism does it have: <ul style="list-style-type: none"> • Delayed closure action? • Slow-action closer? • Minimal closure pressure? 	Y		
10	If the door is power-operated does it have visual and tactile information?	Y		
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	Y		
13	Do lobby layouts enable all users to clear one door before going through the next?	Y		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	Y		
15	Does the lighting installation take account of the needs of visually disabled people?	Y		
16	Are floor spaces <ul style="list-style-type: none"> • 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 	Y		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	Y		



19	Is it fitted with an induction loop?		N	See below
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?		N	See below

General Notes for Entrances:

7. High level access buttons, risk assessed for safeguarding.

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

20. Signage to be reviewed



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Access Checklist for Trevisher Primary School, September 2025

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?	Y		
2	Is each corridor etc. free from obstruction to wheelchair users and from hazards to people with impaired vision?	Y		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	Y		
4	Is turning space available for wheelchair users?	Y		
5	Do natural and artificial lighting avoid glare and silhouetting?	Y		
6	Are there visual clues for orientation?	Y		
7	Do floor surfaces: <ul style="list-style-type: none"> • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation? 	Y		
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?	Y		
9	Are there tactile signs and information for those with impaired vision?	Y		
10	Is the maintenance of these items checked regularly?	Y		
11	Is lighting designed to meet a wide range of needs?	Y		
12	Is sufficient circulation space allowed for wheelchair users?	Y		
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	Y		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	Y		
15	Are all areas for assembly/meeting equipped with an induction loop system?		N	See below

General Notes for horizontal movement and assembly:

15. 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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Access Checklist for Trevisher Primary School, September 2025

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?	Y		
2	If glass, are they visible when shut?	Y		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	Y		
4	Does the clear opening width permit wheelchair access	Y		
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?		N	See below
6	Is any door furniture/handle at a height for standing/sitting use?	Y		
7	Are door/handles clearly distinguished?	Y		
8	Can the door furniture/handles be easily operated/grasped?	Y		
9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure? 	Y		
10	Is door/mechanism function checked regularly?	Y		

General Notes for Doors:

5. One door with high handle in KS1, assessed for Safeguarding

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Access Checklist for Trevisker Primary School, September 2025

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?	Y		
2	Do all lavatory areas have slip-resistant floors?	Y		
3	Are all fittings readily distinguishable from their background?	Y		
4	Are all door fittings/locks easily gripped and operated?	Y		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	Y		
6	Is provision made for wheelchair users in disabled toilets?	Y		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	Y		
8	Is the location clearly signed?	Y		
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	Y		
10	Are the door fittings/locks and light switches easily reached and operated?		N	
11	Is there an emergency call system and is someone designated to respond?	Y		
12	Can the emergency call system be operated from floor level?	Y		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	Y		
14	Are the fittings arranged to facilitate these manoeuvres	Y		
15	Are handwashing and drying facilities within reach of someone seated on the WC?	Y		
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	Y		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	Y		
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?	Y		
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?	Y		





General Notes for lavatories:

10. Light cord needs to be fixed, reported to the Estates Team



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Access Checklist for Trevisher Primary School, September 2025

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?	Y		
2	Is it possible for people with disabilities to serve as volunteers?	Y		
3	Where there are display stands, bookstalls etc. are they visible/reachable/accessible by people with disabilities?	Y		
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	Y		
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?	Y		
6	Are all relevant locations clearly signed?		N	See below

General Notes for signage:

6. Signage for the reduced level kitchen

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Access Checklist for Trevisher Primary School, September 2025

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	See below

General Notes for Information:

4. Signage available in Braille.

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.	Ensure tactile information is provided when necessary. Ensure staff know how to access such materials.		As and when required	
	Signage across the school will be consistent, clear, well positioned and accessible to all. Review of signage across school.	Consider the position and detail of signage across the school <ul style="list-style-type: none"> - accurate maps of school buildings and grounds - disabled toilets - wheel chair friendly exits and entrances - additional signage for reception area closer to car park - alternative slopes/ lift at the top and bottom of steps 		By 04/2026	
	External Lighting – All external lights to be looked at.	Adequate external lighting.		ASAP – previously reported	
	Light cord in disabled toilet to be replaced.	Adequate lighting in the disabled toilet.		ASAP – previously reported	

Summary

Trevisker Primary School is an accessible school and site.

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

Reviewed and updated by Jules Jenkin, Malcolm Godwin and SLT September 2025.