



Accessibility Plan 2024 - 2028

Porthleven School

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments wherever practicable.

Principles

Compliance with the Equality Act 2010 is consistent with Porthleven aims and equal opportunities policy, and the operation of Porthleven's SEND policy. Porthleven School recognises its duty to:

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- liaise with parents and carers to discuss the most suitable support for their child
- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish an Accessibility Plan.

Porthleven Primary recognises and values parents' and carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents', carer's and child's right to confidentiality. Porthleven 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.

Activity

a) Education & related activities

Porthleven will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions and of appropriate health professionals from the local NHS Trusts

b) Physical Environment

Porthleven will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate. We are continually reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Porthleven will make itself aware of local services for providing information in alternative formats when required or requested. We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

The plan will be made available online on the school website, and paper copies are available on request. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy

and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association. [Linked Policies](#) This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Building and site development plan
- SEN policy and local offer
- Equal Opportunities policy
- Curriculum policies

Accessibility Action Plan-

Priority Target	Actions	Timescale	Cost / budget	Responsibility
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated activities	<ul style="list-style-type: none"> Regular autism friendly / sensory classroom audits to help inform the SENCO / SLT about changes needed Review auditory qualities within each classroom and learning space. Conduct review of visual aids and impediments such as glare / reflection on screens identifying where blinds may be useful Ensure Health and Safety is on each staff meeting and SLT meeting agenda enabling all staff to report concerns Regular meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible Review signage of school to ensure that this is clear Incorporate use of dual coding in signage (and within lessons) to support access to information Review current changing facilities available within the school; liaison with Estates team regarding provision 	Ongoing Ongoing Summer 25 Ongoing Ongoing – in line with school's timetable Autumn 25 Ongoing Summer 26	N/A Materials as needed None None Materials as needed None TBC	Head / SENCO All – refer to SENCO All Head / SLT SENCO / SLT Head All Head / Estates
Ensure parental information is accessible to all	<ul style="list-style-type: none"> Review all School publications (current and intended) and promote the availability in different formats for those requiring it 	By Summer 25 – then ongoing	None	Head / Office / All staff

	<ul style="list-style-type: none"> • Termly face to face SEN review meetings for all children on School Support or with an EHCP enabling follow up in person / ensuring all messaging is clear 	Ongoing	None	SENCO / Head
Improve communication for children with communication needs	<ul style="list-style-type: none"> • Visual timetables in place in each classroom • Use of dual coding on key teaching slides / key signage • Prioritisation of speech and language needs provision in line with recommendation from Speech and Language needs specialist • Introduce and ensure consistent and relevant use of widget symbols to support understanding 	Autumn 25 Ongoing Ongoing Autumn 25 – and ongoing	None None Allocation of TA time None	All All staff Head / SENCO All
Ensure all support for children with additional needs or disability is current good practice	<ul style="list-style-type: none"> • SENCO and all staff to access relevant training and disseminate up to date information and good practice to all • Where new individual needs are identified, training is identified and adaptations made in a timely fashion in line with external advice 	Ongoing As needed	Course costs / release	SENCO SENCO / Head

Last Reviewed: July 2025
 Next Review: July 2026