Accessibility Plan

Plymouth Cast Vision

"Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel."

Our school Mission

"Our mission is founded on Christian values, inspired by the life and teachings of Jesus.

In partnership with families and our local community, we respect, nurture and encourage every child and adult to reach their potential.

We are proud to be a loving, inclusive and happy school, where children can safely and confidently find their place in the world."

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.

Accessibility Plan 2026-2027

Purpose of Plan
The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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 Aims
To increase and eventually ensure for pupils/students with a disability that they have:
- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles
- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - 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 have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

- Staff have high aspirations and expectations for pupils with SEND and receive regular training to improve their practice.
- Pupils with SEND are encouraged and included in a variety of musical, sporting and physical activities.
- Families, school staff and the SENDCO work together to plan access to the general curriculum and extra-curricular activities, including the use of additional support staff and equipment as required.
- Support for SEND pupils follows the graduated approach within the Assess, Plan, Do, Review cycle. Progress is measured and tracked regularly and support/interventions amended in response to this.
- Pupils with SEND have access to the appropriate information technology, trained teaching assistants and auxiliary aids.

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.

- The building and surrounding grounds have been adapted to ensure that the majority of areas are physically accessible for those with disabilities, including the installation of a lift and external ramps.
- There are accessible toilets and changing facilities for both adults and pupils with disabilities, which are located within easy reach areas of the school.
- Classrooms are uncluttered and have easy access for those with disabilities, including wide doorways and corridors.
- There is a dedicated sensory room and quiet areas for access by all pupils.

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. Examples might include handouts, timetables, 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 time frame.

- The school's website contains extensive information for parents and families of those with SEND.
- The SEND Information, Advice and Support Service is promoted, as are all local support and parenting groups.
- All meetings are held within a time frame convenient to families and paperwork is provided to them in their own language or with an interpreter present.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
The school's accessibility plan and action plan is updated regularly.	Update accessibility plan and publish on school website.	Headteacher & SENDCo	ST	To be reviewed in June 2027 for academic year 27/28	Last review June 2026, for academic year 2026/27
Accessibility Plan to be written with pupils and parents.	Update accessibility plan to include views of parents.	Headteacher & Governing Body	MT	As required	Questionnaire sent to parents for their contributions
All staff aware of the Equality Act 2010	Share the Equality Act 2010 with all staff (G Drive and display summary fact sheet in staffroom)	Headteacher	ST	annually	
Pupils are involved in the recruitment of teaching assistants and other school staff	Ensure a wider range of pupils are involved in the recruitment of staff, including those with SEND.	Headteacher & Governing Body	LT	as required	

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Emergency and evacuation systems are accessible to all.	Investigate emergency systems for those with wheelchairs/ walking frames Peep for pupils as required (pupil coming to EYFS with a walking frame)	Headteacher, SENDCo, class teachers & Governing Body	ST	as required	
Emergency and evacuation systems are accessible to all.eg alarms	Alarms to have both visual and auditory components	Headteacher, SENDCo, class teachers & Governing Body	ST	as required	Currently, there are no pupils or staff with complete sight or hearing loss
Classroom partitions are installed to ensure access for pupils with sensory difficulties.	Investigate partitions for classrooms and open areas eg. library.	Headteacher & Governing Body	LT	as required	Currently, there are no pupils with this level of sensory need
Availability of calm, quiet sensory areas	Nurture/ sensory room available	Headteacher and SENDCo	ST	September 2025	AIP (SEMH) room to remain in old Yr4 classroom, possible intervention room in an additional empty classroom -TBC
All signs and symbols are in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.	• Create all appropriate internal and external school signs in picture form • Purchase all appropriate school signs in Braille. • Visuals training	SENDCo	LT	autumn 2026	Currently, there are no pupils or staff with complete visual impairment. CST training including visuals in 2025/26 Widget purchased and training for all teaching staff 2025.26

Access to areas of the school and school grounds are available for all pupils	• Ramps, a lift and wide walkways to link areas of the school and school grounds • Handrails available for areas linked by steps	Headteacher and SENDCo	ST	as required	Currently there are 0 pupils who require wheelchair access. 1 pupil to join EYFS with mobility limitations

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Accessible signage is used, throughout the setting's environment, at all activities and events.	Create or purchase all appropriate school signs in Braille and picture form, for events such as PTFA and sports events.	SENDCo	MT	as required	Currently, there are no pupils or staff who require this Consider support of Widget as required

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Class teachers and PE staff know how to include pupils with disabilities in PE.	PE lead and SENDCo to advise teachers how to plan PE opportunities for all levels of need	Head teacher & PE lead & SENDCo	MT	termly	1 pupil to join EYFS 2026/27 with mobility needs.
All pupils can access the curriculum.	• Modified curriculum for pupils who require it. • Provision maps for pupils on SEN support	Class teachers	ST	termly	
All pupils are facilitated to maximise their learning potential: Attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)	• Procedures to identify pupils with SEND are robust • Barriers to learning are identified and provision to minimise these barriers is put in place. • Graduated response embedded to support pupils on SEN support	Class teachers Headteacher, SENDCo	ST	termly	Termly SEND PP meetings Termly PP meetings with HT Termly reviews CT and parents Annual EHC reviews SENDCo and parents, supported by class teachers

Positive relationships are nurtured between pupils and staff	• All adults employ positive behaviour management to support pupils' behaviour. • SMHL protected time to support pupils with SEMH • All adults supported to support children's learning by scaffolding, and by facilitating independence with all groups of learners	Headteacher, SENDCo	ST	on going	All staff supported by TIS training delivered by CAST - updated 2025.26. 2 members of staff TIS trained 1 member of staff SMHL trained. Nurture based AIP set up 2025.26

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Information is available in a variety of languages.	Create all appropriate letters, documents and advice in the required languages.	Headteacher & SENDCo	LT	On-going	Languages currently: Sri Lankan, Nigerian None currently requested
Information is available in a variety of formats, including easy read, large print, symbols and audio.	Create all appropriate letters, documents and advice in the required formats.	Headteacher	LT	ongoing	Current languages required: none
Promote the SEND Information, Advice and Support Service (SENDIASS) and other support services	• SEN page on the school website • Parents to be signposted to the SEN page on the school website to access SEND information, advice and guidance	SENDCo SMHL	ST	Termly	Signposting now to Parent, carers Cornwall (neurodiversity hub) Termly parent-carers cafe, supported by professionals (inc FIS,

	• Termly signposting to parent support information on dojo • Notice board set up in foyer with parent information				EHH, SEN services, Autism in schools, MHST.