South East Cornwall Multi Academy Regional Trust

Accessibility Plan

Landulph Primary School

Date	Changes
May '23	Initial draft for review
March '26	Policy under review

Adopted Date: April 2026 Review Date: April 2029

Annexes	Date	Title
A	May '23	Accessibility Plan 2023/24
A	Oct '24	Accessibility Plan 2024/25
A	Oct' 25	Accessibility Plan 2025/26
A	Oct '26	Accessibility Plan 2026/27

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1. Introduction

This policy aims to set out Landulph's intent and objectives as they pertain to Accessibility, incorporating a detailed Accessibility Plan, reviewed annually. It is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010. It draws on the guidance set out in 'Accessible School: Planning to Increase Access to Schools for Disabled Pupils' and the direction set out by SMART Board.

Disability is defined by the DDA as:

'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' – this includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

2. The School's Context

Landulph Primary School is a primary school for students of mixed ability, with 58 pupils aged 4-11, with 8 staff and 3 externally contracted staff, plus visitors that come and go throughout the school day. The site comprises an original and extended building main building of single storey construction. The building is surrounded at the front by a car park, playgrounds to the side and back and an extensive playing field. There is disabled access to the rear of the building.

3. Objectives

1. To ensure both Landulph's admissions policy and its SEND policy are tested against and are compliant with our Public Sector Equality Duty.

2. Ensure that governors and staff in the performance of their duties have regard to the Disability Rights Commission Code of Practice (2002).

3. To recognise and value parent/carer's knowledge of their child's disability and its effect on their ability to carry out normal activities.

4. To respect both parent/carer and child's right to confidentiality.

5. To provide a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles - and endorse the key principles of the National Curriculum by:

- Set suitable learning challenges
- Respond to students diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

6. To annually review Landulph's Accessibility Plan (Annex A) ensuring it addresses the physical environment of the site, relates to education and related activities and provides readily accessible information in a series of formats as required.

4. Legislation and Guidance

3.1 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.

3.2 The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

3.3 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.

3.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

5. Annex A – Accessibility Plan

These action plans set out the aims of the accessibility plan in accordance with the Equality Act 2010 (reviewed annually)

Specific Objectives	Action / *Success Criteria*	Person Responsible	Timescale
Increase access to the curriculum for pupils with a disability			
Effective communication and	Intervention plan (ADPR) reviews in consultation with parents – termly EHCP annual review meetings with SENDCO & class teacher	SENDCO & HT	In place & ongoing

engagement with parents	*Parents/carers fully informed about progress & engage with their child's learning*		
Adaptations to the curriculum to meet the needs of individual leaners	Pastoral support, timetable adaptations Speech and language therapy programmes Nurture groups RWI fast track tutoring Learning plans Use of access arrangements for assessment/National tests Advice implemented from external agencies *Needs of all learners met enabling positive outcomes*	SENDCO & HT	In place & ongoing
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements *Increased access to the extra-curricular activities for all pupils with SEND.*	SENDCO & HT	In place & ongoing
Improve and maintain access to the physical environment			
Fully accessible hygiene room	Appropriate toilet, cleaning and changing facilities available will be available *Increased access for all*	HT & Estates manager	In place
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils/parents *People with disabilities can move safely around the school*	SENDCO, HT & Estates manager	In place & ongoing as needs change
Improve the delivery of information to pupils with a disability			
Availability of written material in alternative formats	Weekly newsletter emailed to parent/carers Key content published on school website Provide translated documents where appropriate Printed copies of material where internet access limited *All parent/carers will be up to date and well informed of school information*	Secretary & HT	In place & ongoing as needs change