St Breock School
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 ensure pupils/students with a disability 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 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 Hub Councillors 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
- Our 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

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level.
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupil are able to access
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advice as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School and SLT 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**
None identified at this time.					

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All classrooms are adapted to ensure access for all areas.	Ensure that all classrooms are kept clutter free. Staff have an awareness of flooring, furniture and planning for disabled pupils.	All staff	Long term	Ongoing	
Review and ensure Personal Emergency Evacuation Plans (PEEPs) for pupils are effective.	Conduct a comprehensive review of current PEEPs. Identify all exit routes and ensure they are accessible at all times. Develop or update PEEPs to reflect any changes and ensure they are tailored to the individual needs of children.	Health and Safety rep/ SENDCo/ Teachers/ Teaching Assistants	Short term	Autumn 2026	Ensure all adults are aware of PEEP plans for individual children.
Senior Leadership Team should be confident that the school's physical	Regular site walks between Head of School, site manager and Health and Safety Lead.	Head of School/	Short term	Ongoing	

environments is accessible to all.	Regular feedback given by visiting external professionals e.g. OT service, Hearing Support Team and Vision Support Team. Staff to implement changes where required.	SENDCo/Site Manager/ Health and Safety Lead			

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure parents are able to access teachers and other members of staff when they need someone to speak to.	Parents engagement policy. Open door policy. Teachers are at the classroom doors to greet the children and see parents at the beginning of the day. Ensure all parents and staff are clear on the system: Parents/carers are to phone/email the office to arrange an appropriate time for staff member to phone them or arrange a meeting. 'Weekly News' sent to parents every Friday. School website is kept up to date.	All staff	Medium term	Ongoing	

Access to the curriculum – statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**

All members of staff have the skills to support children with SEND through regular and updated staff training.	Regular and updated staff training. Individual training needs identified and addressed. Regular CPD staff meetings that include the Nursery staff. Whole school training during Twilights and INSET days.	Head of School SENDCo All staff	Long term	Ongoing	
All children are able to access learning materials.	CPD around appropriate scaffolding tools/strategies. Strategic deployment of staff.	Head of School SENDCo	Medium term	Ongoing	
Appropriate use of specialised equipment to benefit individual pupils.	CPD around appropriate equipment. Sloping boards, ear defenders, coloured overlays/reading rulers, wobble cushions, chewellery, Chromebooks with the headsets used to dictate. Monitor use of equipment through IPM reviews and learning walks.	SENDCo	Long term	Ongoing	
After school clubs and out of school activities are planned to ensure reasonable adjustments are made to enable participation of the whole range of pupils.	The needs of pupils with SEND are incorporated into the planning process. Risk assessments ensure appropriate control measures are put in place. Additional staff to be deployed as required. Social stories, or other enhanced preparation, should be used to ensure that pupils with SEND can	Class Teachers/ Sports coach/ SENDCo/ Head of School	Long term	Ongoing	

	confidently access school trips and After school clubs. Head of School, Sports coach and SENDCo regularly attends Youth Sport Trust annual training on inclusivity in PE, school sport and physical activity.				

Access to information advice and guidance – statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All staff should ensure that all information to children and their families takes into account disabilities and preferred formats are provided.	Necessary adjustments are made as required. Opportunities for parents/carers to come in to talk about reports with staff. Translated documents are provided where appropriate. Alternative means of communication employed, seeking advice from external professionals as needed.	Head of School/ SENDCo/ Class Teachers/ Admin Team	Long term	Ongoing	
Ensure that all reports from external agencies are shared with relevant staff and families.	SLT to ensure reports are disseminated appropriately. Actions are taken in light of advice from professionals.	Head of School SENDCo	Long term	Ongoing	