



Garras Community Primary School Accessibility Plan 2024-2027

Approved on behalf of LGC:

Date:

September 2025

Next Review Date:

September 2026

Contents

Key Staff and Governors:	2
1. Crofty Vision and Values	2
2. Purpose of Plan	3
3. Definition of Disability	3
4. Key Aims	3
5. Curriculum Access	3
6. Physical Access	4
7. Access to Information	5
8. Monitoring and Evaluation.....	5
9. Success Criteria	6

Key Staff and Governors:

Head Teacher: James Sturges

Chair of LGC: Matthew Brierley

Special Educational Need and Disabilities Coordinator: Emma Rayner

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1. Crofty Vision and Values

Garras Community Primary School is part of the Crofty Education Trust, a group of sixteen schools working as one and serving the communities of West Cornwall.

Our purpose is to give our children the best possible start in life, to unlock possibilities and enable them to make choices about their future.

Driven by our values, we are engaged in a restless pursuit of excellence, creating the highest quality learning for staff and children alike.

By “working as one”, we have created a culture of shared responsibility for all children in our schools. Sharing resources enables us to maximise opportunities, innovate and pursue equity for our learners.

We are committed to making sure all our children have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of children, no matter how varied.

2. Purpose of Plan

The purpose of this plan is to outline how our school will increase accessibility to the physical environment, the curriculum, and written information, ensuring that all children, staff, and visitors with disabilities can fully participate in and benefit from all aspects of school life.

3. 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. This includes neurodiversity, specific learning disabilities, mental health conditions, and physical disabilities.

4. Key Aims

1. To ensure that all children with SEND can participate fully in the school curriculum.
2. To improve the physical environment to ensure accessibility for all.
3. To improve access to information for children with SEND, staff, and parents/carers.

5. Curriculum Access

Target	Strategies	Timescale	What will success look like?
Ensure children with SEND can access the curriculum.	Ongoing review of children with SEND's access to the curriculum. Observations, adaptive equipment, and resources are provided as necessary.	Ongoing	All children have equal access to a broad and balanced curriculum, with appropriate equipment and support.
Provide targeted support and adaptive teaching.	Regular INSET and external training and CPPD for staff to improve their adaptive teaching methods. SEN staff meetings to share advice and planning requirements.	Ongoing	Staff are confident in adaptive teaching, and children with SEND have personalised learning plans or Star Plans if required.
Access to technology for learning.	Conduct an audit of ICT resources. Provide specialist software and equipment, such as enlarged keyboards or audio equipment, to meet specific needs.	As needed	All necessary assistive technology is available and in use by children who need it.

Ensure participation in extracurricular activities.	Risk assessments for clubs, school trips, and extracurricular activities. Adapt activities as necessary to include all children.	Ongoing	All children are able to participate in school clubs, visits, and events, regardless of disability.
Ensure support for social, emotional and behavioural difficulties.	Access to an ELSA practitioner. Staff training on ELSA sessions. Consistent phrases and scripts used to support emotional regulation. Sensory circuits training.	Ongoing	Children with social, emotional and behavioural needs are well supported and therefore able to access the curriculum fully.

6. Physical Access

Target	Strategies	Timescale	What will success look like?
Ensure the school is accessible for children with SEND, staff, and visitors with physical disabilities.	Ensure pathways and corridors are clear of obstructions. Ensure exterior lighting is functioning and step edges are marked for visually impaired children.	Ongoing	All areas of the school are fully accessible for children, staff, and visitors with disabilities.
Ensure Personal Emergency Evacuation Plans (PEEPs) for children with identified needs and disabilities.	Create and regularly update PEEPs for all individuals with physical impairments and/or disabilities. Ensure all staff are aware of their responsibilities in an emergency.	As required	PEEPs are in place and regularly updated. All individuals with disabilities can safely evacuate the building.
Maintain accessible facilities and furniture	Provide adjustable tables, accessible toilets, and low-level sinks. Ensure appropriate furniture is available for wheelchair users and others who need it.	Ongoing	All children with SEND and staff can access school facilities independently and safely.

Ensure safe parking and access for disabled individuals	Designate accessible parking spaces and ensure the playground gate can be opened for mobility access.	Ongoing	Disabled staff and visitors have safe and convenient parking and access to the school.
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7. Access to Information

Target	Strategies	Timescale	What will success look like?
Ensure all information is available in accessible formats	Provide written materials in large print, Braille, audio, or symbols as required. Ensure digital materials comply with accessibility standards (WCAG 2.1).	Ongoing	All parents/carers, children, and staff with disabilities can access school communications in a suitable format.
Maintain strong communication with parents and carers of children with SEND.	Ensure regular contact between SENDCo and parents. Hold termly reviews (3x a year) for children with SEND, ensuring open communication.	Ongoing	Parents feel informed and supported, with clear communication regarding their child's needs and progress.
Provide staff with training on communicating with children with SEND and parents.	Regular training sessions on the use of assistive technology, visual aids, and accessible communication strategies.	Ongoing	Staff are confident in communicating effectively with children and parents with disabilities.

8. Monitoring and Evaluation

- The Accessibility Plan will be reviewed annually by the Head teacher and SENDCo.
- Regular feedback will be collected from children with SEND, parents, and staff to assess the effectiveness of the plan.
- All new projects or refurbishments will be evaluated for accessibility compliance.

9. Success Criteria

- All children with SEND are able to access a broad and balanced curriculum, participate in school activities, and feel included in the school community.
- The physical environment is safe, accessible, and inclusive for all children, staff, and visitors.
- Information is presented in accessible formats, ensuring clear communication for all stakeholders.