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**Pendeen School**

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Pendeen School

**Accessibility Plan**

Date formally accepted by governors: June 2024

Date becomes effective: Immediately

Next review date: February 2025

Person responsible for implementation: Headteacher – Chris Wilson

## Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of **Truro & Penwith Academy Trust** and **Pendeen School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Academy must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Academy and school also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Academy staff
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by \_\_\_\_\_ (Headteacher)                      \_\_\_\_\_ (Date)

## Planning duty 1: Curriculum

The school should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	To ensure the curriculum is accessible to all pupils	Audit of curriculum to ensure subject coordinators review needs	Headteacher/ Subject Coord'/SENCO	Spring 2022 & annual review	Management and teaching staff are aware of how all pupils can access the curriculum	Spring 2023
	Staff members relevant skills and current training to support pupils with SEND	INSET provided to staff members  Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Spring 2022	Staff members have the skills to support children with SEND	Spring 2023
Medium term	Accessibility on school trips for pupils with SEND	Needs of pupils with SEND incorporated into planning process and individual RA's as required	Teachers/SENCO	Spring 2022	Planning of school trips takes into account pupils with SEND	Spring 2023
Long term	Accessibility for pupils with SEND for all lessons	Provide tablets and other adjustments to pupils with SEND and physical disabilities	Headteacher/ICT Manager/SENCO	Spring 2022	Pupils with SEND can access lessons	Spring 2023

## Planning duty 2: Physical environment

Pendeen School should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Main school accessibility is good, however the new block does not offer access or exit for wheelchairs	Investigate ramped access to both side door fire exits	Head teacher and TPAT	Spring 2022	School and outside areas are accessible	Spring 2023
<b>Medium term</b>	Learning environment of pupils with visual impairment is kept accessible	Incorporation of appropriate colour schemes	Teachers/Sendco	Spring 2022	Learning environment is accessible to pupils with visual impairments	Spring 2023
	Toilets accessibility	Disabled toilet - handrails installed	Site manager	Spring 2022	Access to toilets is maintained	Spring 2023
<b>Long term</b>	Provision of designated disabled parking area with level and/or ramped access to school	Investigate viable options and costings	School staff in liaison with TPAT and local bodies	Spring 2022	School buildings are fully accessible	Summer 2023

## Planning duty 3: Information

Pendeen School should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	SEND pupils to be ensured equal access to all information	Audit of information delivery procedures including hearing and visual impairments	SENCO/ICT manager	Summer 2019	School has checked any accessibility gaps to its information delivery procedures	Spring 2023
	Ensure written information is accessible for all pupils	School seeks advice from external advisors and when required	SENCO	Spring 2022	School is aware of local services for converting written information into alternative formats	Summer 2022
Medium term	Ensure written information is accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	Spring 2022	Written information is fully accessible to children with visual impairments	Spring 2022
Long term	Ensure school website is accessible to children with SEND	Website available currently to all pupils Visual impaired to be addressed as req'd	ICT manager	Spring 2022	Website is fully accessible & monitored	Spring 2023