Accessibility Plan 2026 - 2027

Purpose of Plan

The purpose of this plan is to demonstrate how Boyton Community Primary School will continue to improve accessibility for all pupils, ensuring that those with disabilities can participate fully in school life and access the same educational opportunities as their peers. Over time, the school aims to enhance access to the curriculum, the physical environment, and information, enabling every child to achieve their potential and feel fully included within the school community.

Definition of disability

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

A learning difficulty or disability exists when a child has significantly greater difficulty in learning than the majority of children of the same age. Special Educational Needs and Disabilities (SEND) are generally identified within four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Key Aims

Boyton Community Primary School is committed to creating an inclusive environment in which all pupils can thrive. The school will work to:

- Increase the extent to which pupils with disabilities can access and participate fully in the curriculum.
- Ensure all pupils can engage in a broad, balanced and ambitious education alongside their peers.
- Improve the physical environment of the school so that pupils with disabilities can access education, facilities and services more effectively.
- Enhance the accessibility of information for pupils with disabilities and their families through a range of appropriate formats and communication methods.
- Promote equality of opportunity and reduce barriers to learning, participation and achievement.

- Foster an inclusive school culture where diversity is valued and differences are respected.
- Enable all pupils to participate fully in the wider life of the school, including educational visits, clubs, enrichment activities, leadership opportunities and community events.
- Ensure that pupils with disabilities feel safe, supported and included within every aspect of school life.
- Work collaboratively with families, external agencies and the wider community to meet the individual needs of pupils.
- Promote full participation, independence and positive outcomes for all members of the school community.

Commitment

Boyton Community Primary School recognises its duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils and to continually review and improve accessibility. Through careful planning, consultation and ongoing evaluation, the school is committed to removing barriers and ensuring that every child has the opportunity to succeed, participate and belong.

Principles

At **Boyton Community Primary School**, we are committed to providing every child with the opportunity to achieve their full potential and attain the highest possible standards. We recognise and celebrate the diverse needs, experiences and strengths that pupils bring to our school community. Through a broad, balanced and inclusive curriculum, we maintain high expectations for all learners and ensure that the achievements, attitudes and wellbeing of every child are valued.

We are dedicated to promoting equality, diversity and inclusion, regardless of a pupil's ethnicity, attainment, age, disability, gender, religion, socioeconomic background or family circumstances. As an inclusive school, we actively identify and remove barriers to learning, participation and achievement that may prevent individual pupils, or groups of pupils, from fully engaging in school life.

These principles are demonstrated through the following commitments:

Compliance with Legislation

- Boyton Community Primary School complies fully with the requirements of the **Equality Act 2010**.
- The principles of equality, accessibility and inclusion are reflected throughout the school's policies, including the **Equality Policy**, **SEND Policy**, and **SEND Information Report**.
- The school maintains and regularly reviews its Accessibility Plan to ensure continued compliance and improvement.

Responsibilities of Staff

All staff recognise their responsibilities under the Equality Act 2010 and are committed to:

- Ensuring that pupils with disabilities are not discriminated against in admissions, exclusions, access to education, or the provision of associated services.
- Ensuring that pupils with disabilities are not treated less favourably than their peers.
- Making reasonable adjustments to prevent disabled pupils from experiencing substantial disadvantage.
- Promoting equality of opportunity and fostering an inclusive learning environment for all pupils.
- Supporting the implementation and ongoing review of the school's Accessibility Plan.

Responsibilities of Governors

In carrying out their duties, the Governing Body will:

- Have due regard to the requirements of the Equality Act 2010.
- Monitor the implementation and effectiveness of the Accessibility Plan.
- Support strategic planning to improve access to the curriculum, environment and information for all pupils.

Working in Partnership with Pupils and Families

Boyton Community Primary School:

- Recognises and values the expertise and knowledge that parents, carers and pupils bring regarding a child's disability or additional needs.
- Considers the impact of a pupil's disability on their access to learning and participation in school life.
- Works collaboratively with families and external agencies to identify and implement appropriate support.
- Respects the rights of pupils and families to privacy and confidentiality.

Access to a Broad and Balanced Curriculum

The school provides all pupils with access to a broad, balanced and ambitious curriculum that is:

- Inclusive and appropriately differentiated.
- Personalised to meet individual needs.
- Age-appropriate and designed to enable all pupils to make progress and achieve success.
- Supported through reasonable adjustments, adaptive teaching and appropriate intervention where required.

Supporting Employees with Disabilities

Boyton Community Primary School also recognises its responsibilities towards employees and prospective employees with disabilities. The school will:

- Monitor recruitment and selection procedures to ensure equality of opportunity.
- Provide appropriate support and reasonable adjustments to enable staff with disabilities to fulfil their roles effectively.
- Remove barriers that may prevent employees from accessing the workplace or carrying out their duties.
- Promote a positive and inclusive working environment for all staff.

Consultation, Review and Monitoring

This Accessibility Plan will be resourced, implemented, monitored and reviewed in consultation with:

- Pupils and their families.
- The Executive Headteacher and Head of School
- Staff.
- Governors.
- Relevant external professionals and agencies where appropriate.

The plan will be reviewed annually, or sooner if significant changes occur within the school environment, the school population, legislation, or following any building refurbishment or redevelopment.

Financial Planning and Resources

The Executive Headteacher, Head of School and Governing Body will consider the financial implications of the Accessibility Plan as part of the school's ongoing budget planning and review processes. Resources will be allocated, where possible, to support the implementation of improvements identified within the plan and to ensure continued progress towards achieving full accessibility for all members of the school community.

Compliance with the Equality Act			
Accessibility Outcome	**Action to ensure outcome**	**Who is responsibly**	**Long Term / Medium/ Short Term**
Recognise and value the knowledge and expertise of pupils and their families regarding individual disabilities and additional needs.	Ensure all staff are aware of their responsibilities under the Equality Act 2010 through induction, regular updates and continuing professional development (CPD). Include information on inclusion, SEND and equality within the induction programme for all new staff. Provide appropriately differentiated and personalised learning opportunities, including targeted interventions and individual support where required. Ensure pupils with disabilities are able to participate fully in all aspects of school life, including educational visits, residential experiences, clubs, leadership opportunities and enrichment activities. Hold regular Assess, Plan, Do, Review meetings with pupils, parents/carers and relevant professionals to discuss strengths, progress and next steps. Encourage all pupils to contribute to the wider life of the school through School Council, pupil leadership roles and consultation opportunities.	• Head of School • SENCO • Class Teachers • HR/Induction Lead	**Short Term and Ongoing**

Access to the Physical Environment			
Accessibility Outcome	**Action to ensure outcome**	**Who is responsibly**	**Long Term / Medium/ Short Term**
Ensure that the school site and buildings are accessible to all pupils, staff, parents and visitors, and continue to improve physical accessibility across the school environment.	Review external door access, including the blue exit door, to ensure wheelchair users can safely access and exit the building. Level doorway thresholds and lips where required to support independent wheelchair access and movement throughout the school. Adapt access arrangements to the Foundation/Year 1 classroom to enable wheelchair users to enter independently without the removal of gates or temporary barriers. Investigate the corridor approach to the main hall and assess whether structural modifications are required to improve accessibility. Conduct regular audits of signage, warning tape, step markings and changes in ground level to ensure they remain highly visible and compliant with health and safety requirements. Include accessibility considerations in all future building maintenance, refurbishment and development projects.	• Head of School • SENCO • Site Supervisor	**Medium Term** for identified building adaptations. **Ongoing** for monitoring, maintenance and review.
Ensure accessible signage is used throughout the school environment and at all school events.	Ensure temporary and event-specific signage (e.g. sports days, performances, community events and fairs) is clear, well-positioned and easily understood by pupils, families and visitors. Incorporate symbols, pictures and visual	SENCO, School Staff, PTA	**Short Term and Ongoing**

	supports alongside text to aid understanding for pupils and visitors with communication, language or learning needs. Use high-contrast colours, clear fonts and appropriate sizing to maximise readability. Ensure information about accessing the site, including requests for additional support, is included in event communications and promotional materials. Regularly review signage across the school to ensure it remains effective, consistent and accessible.		
Ensure the Reception and Office areas are welcoming, accessible and easy to navigate for all visitors, including those with sensory or physical disabilities.	Identify the Reception desk clearly through the use of Braille and tactile signage where appropriate.	Head of School	Short term
Ensure that all pupils, staff, parents and visitors can access the school entrance safely and independently.	The main entrance is accessible to both disabled and non-disabled users and benefits from clear signage, adequate lighting and good visibility from the entrance threshold. Door and frame colour contrast supports visual accessibility, and regular site checks ensure pathways remain free from trip hazards. Continue to monitor accessibility arrangements and maintain clear, unobstructed access routes.	Site Supervisor, Head of School	Ongoing
Improve access to the entrance for visitors with mobility needs.	Install clear signage at the base of the slope and within accessible parking areas providing a contact number or call point for visitors requiring assistance. Ensure staff are available to support	Site Supervisor, Principal Business Manager, Head of School	**Short Term**

	visitors where required. Review the effectiveness of current entrance arrangements and consider any further reasonable adjustments that may improve independent access. Maintain clear access from designated parking spaces to the main entrance.		
Improve access to the school hall for wheelchair users and individuals with mobility difficulties.	Investigate the feasibility of installing a permanent or portable ramp to provide step-free access to the hall from the main reception area.		Medium term
Provide a well-lit environment that supports safe and independent movement throughout the school.	Review lighting levels throughout the school to ensure consistency and minimise areas of shadow or glare.		Medium term
Ensure appropriate toilet facilities are available for pupils, staff and visitors with disabilities.	Maintain the existing accessible toilet facility and ensure it remains available when required. Review access arrangements regularly to ensure pupils with physical disabilities can use facilities safely, comfortably and with dignity. Ensure staff are aware of accessibility arrangements and any individual pupil requirements through support plans and risk assessments where appropriate.	SENCO, Head of School	**Ongoing**
Provide playground and outdoor learning equipment that can be accessed and enjoyed by pupils of all ages, abilities and needs.	Audit existing playground and outdoor equipment to evaluate accessibility for pupils with physical, sensory, learning and communication needs.	SENCO, Head of School	Medium term

Access to the Curriculum			
Accessibility Outcome	**Action to ensure outcome**	**Who is responsibly**	**Long Term / Medium/ Short Term**
All class based staff to adhere to the SEN policy to ensure that all pupils have access to the curriculum in a way that meets their specific needs.	The SEN Policy outlines the support we provide to pupils so that they can fully integrate with the curriculum on offer and progress in their learning.	All class based staff	On-going – all class based staff to annually read and understand the SEN policy. A copy of which should be on the shared drive for easy access.
Class teachers and PE staff know how to include pupils with disabilities in PE.	SENCo to provide all class teachers with 'SEND Students and PE' document to support the teaching of PE to SEND pupils. SENCo and PE Co-coordinator to investigate specific training for school staff members regarding this area of need. PE Co-coordinator to confirm the external PE coaches have sufficient training for supporting pupils with SEND	SENCo and PE Coordinator	Short term- Staff to be supplied with 'SEND Students and PE' document. SEND review with external PE specialists
Ensure class teachers are aware of and can facilitate access to appropriate mental health and emotional wellbeing support for pupils, with parental consent where required.	Staff will work in partnership with parents/carers to identify emotional wellbeing needs and discuss appropriate support options. Pupils will have access to suitable quiet and safe spaces within the school environment when required. Targeted interventions may be implemented by the Family Support Worker, SENCO or other trained staff, with parental consent. Where appropriate, referrals will be made to external agencies and specialist services through the school's Mental Health Lead and wider support networks.	All Staff, Mental Health Lead, SENCO	Short term

	Staff will receive regular updates regarding available wellbeing support and referral pathways.		
Ensure all staff, including supply and cover teachers, have a clear understanding of the needs of pupils on the SEND Register.	Maintain up-to-date pupil profiles (Pen Portraits) that clearly outline strengths, needs, strategies and reasonable adjustments. Class teachers and teaching assistants will review pupil profiles regularly and ensure information remains accurate and relevant. Provide accessible summary information for supply teachers and temporary staff to ensure continuity of support. Review pupil needs as part of Assess, Plan, Do, Review (APDR) meetings and update documentation accordingly. Ensure staff have access to SEND information and guidance before working with individual pupils.	SENCO, Class Teachers, Teaching Assistants	**Ongoing** • Regular monitoring by SENCO. • Reviewed termly through APDR meetings. • Updated as pupils' needs change and at key transition points.
Use the Accessibility Plan to support and review the graduated approach when meeting the needs of pupils with SEND.	Ensure accessibility considerations are embedded within teachers' planning and provision for pupils with SEND. Maintain high aspirations and ambitious expectations for all pupils, regardless of need or disability. Use the **Assess, Plan, Do, Review (APDR)** cycle to identify needs, implement support, monitor progress and evaluate impact.	SENCO, Class Teachers	**Medium Term** Reviewed annually and updated in response to changing pupil needs.

	Work closely with parents, carers and pupils to ensure support is responsive and centred on individual strengths and needs. Monitor the progress, participation and attainment of pupils with SEND to ensure barriers to learning are identified and reduced. Regularly review accessibility arrangements and make reasonable adjustments where required.		
Continue to develop staff expertise in supporting pupils with Special Educational Needs and Disabilities (SEND).	Regularly review the needs of pupils across the school to identify areas where additional staff training is required. Provide targeted professional development and training on specific areas of SEND, including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and Physical Needs. Ensure staff are updated on current legislation, best practice and effective inclusive classroom strategies. Access specialist training and advice from external agencies where appropriate. Share expertise and good practice	SENCo	Ongoing

	through staff meetings, professional discussions and coaching opportunities.		
To provide additional resources to access the curriculum.	For children who have been advised to use resources, purchase when a child is in need of this support. - Pastel paper books and coloured overlays for dyslexic pupils. - Large print books for visual impaired. - Additional information to go home SENCO Short term – order when required. for parents / carers. - Access to IPads for specialist apps. - Access to technology for recording.	SENCO	Ongoing – order when needed
Ensure classroom displays and visual information are accessible to all pupils, including those with visual, sensory and learning needs.	Keep display titles, headings and captions concise, clear and easy to read. Use clear, age-appropriate fonts, preferably in dark lettering on a light background to maximise readability. Minimise visual clutter by limiting the amount of information displayed at any one time. Use contrasting background colours to ensure displayed materials are easy to distinguish and read. Mount and present pupils' work in ways that enhance visibility and accessibility. Consider the needs of pupils with dyslexia, visual impairments and	Class Teachers	Short Term and Ongoing

	sensory processing differences when designing displays. Use matt laminating where appropriate to reduce glare and improve readability.		

Ensuring Inclusion in school community			
Accessibility Outcome	**Action to ensure outcome**	**Who is responsibly**	**Long Term / Medium/ Short Term**
Ensure all pupils, including those with SEND and Education, Health and Care Plans (EHCPs), are able to participate fully in the life of the school community.	Promote and encourage participation in pupil leadership opportunities, including School Council, clubs, educational visits, performances and extra-curricular activities. Ensure pupils with SEND and EHCPs are actively considered for leadership roles and wider school opportunities. Remove barriers to participation through reasonable adjustments, additional support and careful planning. Monitor participation rates to ensure all groups of pupils are represented and included.	Head of School, SENCO, Class Teachers	**Short Term and Ongoing**
Total access to Boyton Primary Schools environment, curriculum and information.	Provide families with clear and timely information about visits, residentials, special events and enrichment activities to allow appropriate preparation and support arrangements to be made.	Head of School, SENCO, Class Teachers	**Short Term and Ongoing**

Ensure all pupils, families and visitors can access school information through a range of accessible communication methods and formats.	Provide SEND and school information in alternative formats where required, including translated materials, large print, visual supports and electronic formats. Arrange interpreter or translation services for parents and carers when necessary and seek advice from Cornwall Council and relevant support services. Continue to develop the use of Makaton and other visual communication approaches across the school to support understanding and inclusion. Utilise the expertise of trained staff to model and promote Makaton within classrooms, assemblies and wider school activities. Introduce and reinforce simple Makaton signs within EYFS and Key Stage 1 to support communication and language development. Encourage participation in performances, assemblies and celebrations through the use of signed songs and inclusive communication strategies. Provide training opportunities for additional staff to develop confidence and competence in Makaton and inclusive communication techniques.	SENCO, Head of School	Reviewed on admission of new pupils and annually thereafter**.**

	Review the communication needs of pupils and families whenever a new pupil joins the school and make reasonable adjustments where necessary.		
Promote awareness, understanding and acceptance of SEND as part of Boyton Community Primary School's inclusive, caring and welcoming culture.	Use assemblies to celebrate diversity, inclusion and the achievements of all pupils. Promote the school's core values and ensure they reflect respect, equality, kindness and inclusion for all members of the school community. Provide opportunities for pupils to learn about different needs, disabilities and ways of communicating through the curriculum, PSHE, themed events and awareness days. Encourage positive attitudes towards difference and challenge stereotypes or misconceptions. Share inclusive practices and celebrate the strengths and contributions of pupils with SEND. Develop a school culture where every pupil feels valued, respected and able to participate fully in school life.	SENCO, Head	Ongoing

Access to information advice and guidance			
Accessibility Outcome	**Action to ensure outcome**	**Who is responsibly**	**Long Term / Medium/ Short Term**
To promote Cornwall's Local Offer with all parents. **To promote 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters with all parents.** **www.cornwallsendiass.org.uk**	Regularly signpost families to **Cornwall's Local Offer**, **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)** and other relevant support services through the school website, newsletters and parent communications. Provide SENDIASS leaflets and information during Assess, Plan, Do, Review (APDR) meetings, parent consultations and transition meetings. Ensure links to SEND support services are clearly displayed on the school's SEND and Inclusion pages. Highlight available support services regularly through newsletters and the school's communication platforms throughout the academic year. Encourage families to access independent advice and support to help them participate confidently in decisions regarding their child's education and provision.	SENCO	**Short Term:** Ensure information is readily available through the school website and communication channels. **Ongoing:** Promote and publicise services regularly throughout the academic year.
Review meetings are held at a time where parents / carers can attend	Offer flexibility in arranging SEND review meetings, including before-school, after-school or alternative appointment times where possible. Provide sufficient notice of meetings	SENCO and class teacher	Ongoing

	to enable parents/carers to make arrangements to attend. Offer telephone or online meetings when attendance in person is not possible. Ensure parents/carers are able to contribute fully to the Assess, Plan, Do, Review (APDR) process and decision-making regarding their child's provision. Share relevant documentation, reports and targets in advance where appropriate.		
Maintain effective communication and strong partnerships with parents and carers of pupils with SEND to ensure pupils receive appropriate support and achieve positive outcomes.	Promote open, collaborative communication between home and school, ensuring parents and carers are actively involved in decision-making and support planning. Encourage meaningful parent and pupil participation in learning, SEND reviews and wider school activities. Use newsletters, the school website and other communication platforms to share SEND information, support services and key updates. Ensure parents know how to contact key members of staff, including the SENCO, Family Support Worker and Class Teacher, when advice or support is needed. Include a regular SEND section within school newsletters to share guidance,	SENCO, Class Teachers, Family Support Worker, Office Staff	Ongoing

	resources and information about local and national support services. Gather parental views through questionnaires, consultations and review meetings to help inform SEND provision and school improvement. Provide opportunities for parents and carers to discuss concerns, progress and next steps through Assess, Plan, Do, Review (APDR) meetings and additional support meetings where appropriate.		
Establish effective partnerships with external agencies to support pupils with ongoing medical, physical and health needs.	Maintain close communication and collaborative working with relevant health, education and support agencies to ensure pupils receive appropriate provision and support. Work alongside professionals involved in supporting pupils with medical needs, including those with conditions such as diabetes, severe asthma, mobility difficulties and other long-term health needs. Ensure care plans, risk assessments and individual support plans are reviewed regularly and shared with relevant staff. Seek specialist advice and training from external agencies where required to enable staff to meet pupils' needs effectively. Deliver an inclusive curriculum that enables all pupils to participate fully and achieve their potential,	SENCO, Class Teachers, Curriculum Leaders, Relevant External Agencies	Ongoing

	regardless of health or physical needs. Ensure reasonable adjustments are implemented to support access to learning, school activities and educational visits.		

Ensuring inclusion in the school community			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or short term
Ensure information is available in a range of accessible formats to meet the needs of pupils, families and visitors with differing communication needs.	Promote the **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)** and other relevant support organisations to families. Work collaboratively with parents and carers to ensure information is presented in a clear, family-friendly and accessible format. Provide information in alternative formats where required, including **Easy Read**, large print, symbol-supported text, visual resources and electronic formats. Explore the use of audio recordings and digital accessibility tools to support access to key school information. Ensure SEND information published on the school website is accessible, easy to navigate and regularly reviewed. Make reasonable adjustments to communication	SENCO Class Teachers Office Staff	Ongoing

	methods in response to individual pupil or family needs.		
Raise awareness, understanding and acceptance of SEND and disability across the whole school community, promoting an inclusive culture where diversity is celebrated.	Incorporate SEND and disability awareness into assemblies, PSHE, Relationships Education and themed diversity events throughout the academic year. Celebrate national awareness events and diversity days to develop pupils' understanding of a wide range of disabilities, differences and neurodiverse conditions. Provide opportunities for pupils to learn basic Makaton signs and other inclusive communication methods to foster understanding and inclusion. Promote positive role models and celebrate the achievements and contributions of individuals with disabilities and additional needs. Encourage pupils, where appropriate, to share experiences and raise awareness of different needs, strengths and abilities within a safe and supportive environment. Use assemblies and curriculum opportunities to challenge stereotypes, reduce stigma and promote respect for individual differences. Embed diversity, equality and inclusion throughout the curriculum and wider school life.	SENCO and Head of School to coordinate. All teaching staff to deliver and promote inclusive practices.	**Ongoing** Diversity and awareness events will be planned across the academic year. The SENCO will monitor curriculum content, including PSHE, to ensure diversity, inclusion and disability awareness are taught consistently and effectively.