



CALLINGTON PRIMARY SCHOOL

Accessibility Plan 2026

Purpose of Plan

The purpose of this plan is to show how Callington Primary School 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

The Equality Act 2010 defines disability 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. A learning disability is when there is a significant greater difficulty in learning than the majority of others of the same age, and that the four main broad areas of need are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

Key Aims

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities and their families.
- To increase the extent to which pupils can participate in the school curriculum and in the school's environment.
- Full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff at Callington Primary School 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 governors have regard to the Equality Act 2010
- Callington Primary School
 - 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
- Callington Primary School 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

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Callington Primary School use the access plan to review the graduated approach when meeting the needs of pupils with SEND.
- Callington Primary School measure the progress of pupils with SEND support and an EHCP.
- We ensure that supply teachers are clear about the additional needs of pupils and how to meet those needs.
- Callington Primary School ensure staff have regular and updated training regarding additional needs of pupils and how the needs can be met.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Callington Primary school ensure furniture selected is adjusted and located appropriately.
- Staff at Callington Primary School consult with pupils with SEND and professionals regarding accessibility of classrooms, toilets and changing facilities etc.
- We ensure accessible toilets and changing facilities are located appropriately and not used for other purposes e.g. storage.
- We ensure pathways around Callington Primary School and the parking arrangements are safe, easily accessible and well signed.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- At Callington Primary School we ensure information is available in a variety of formats including 'easy read', large print, visual and audio.

This plan is review annually to take into account the changing needs of the school and it's pupils, and where the school has undergone any refurbishment.

Financial Planning and control

The Executive Head, Senior Leadership Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or short term

<u>Recognises and values the young person's knowledge and the parents knowledge of their child's disability.</u>	• Ensure all staff at Callington Primary School are aware of the Equality Act 2010. This is through staff meetings and inductions as well as CPD training. • We include children in appropriate differentiated planning, there is 1:1 support and interventions. • We plan for inclusion in all activities that other children are taking part in	This will be part of the induction package for new staff provided by HR. Head of school Senco	Short term
	these include residential trips, trips and visiting people. • Termly Assess, Plan, Do, Reviews with child and parents to discuss strengths and progress. • All children are encouraged to take part as members of school council and interviews.		

Access to the Physical Environment			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or short term

The site and building is adapted to ensure that the majority of areas are physically accessible for people with disabilities. We aim to continue to improve the access of the physical environment for all. <u>Parking</u>	• There is a minimum of 6% of available car parking on site for disabled motorists (2 spaces in the main playground and 1 in the front car park). • The space at the front car park needs to be clearly signposted and information on how to access the main carpark if the gate is closed.	Site Supervision for maintenance and ensuring no obstruction. No action needed. Executive Head and Site supervisor.	Short term. Short term
<u>Entrance to Premises</u>	• Improve the entry system of the main entry door by accessing CIF funding • Disabled and non-disabled staff and visitors have the same access points to the entrance. The access route is clearly signed. There is adequate	Application for CIF improvement funding has been made to ensure safer, more inclusive access and to support safeguarding.	Short term
	lighting to the entrance. There is a colour contrast between the door and the frame. There is a clear view of the interior from the threshold. There are no trip hazards.		

<u>Entrance doors</u>	• The front entrance door is locked during school hours – visitors use the entry buzzer system. At this point any visitor with a mobility need would be able to ask for assistance with the door. The door handle is located between 900mm and 1100mm from the floor and 50mm from the edge of the door. • The entry buzzer system is currently 1300mm at its uppermost point. The door has two clear visibility panels. •	Application for CIF improvement funding has been made to ensure safer, more inclusive access and to support safeguarding. No action needed. Site maintenance to install an accessible intercom system so that a person requiring assistance can ask for help.(No higher than 900mm)	Short term Short term – discussions with site management have taken place.
<u>Exit door</u>	• To exit the school during school hours visitors, have to inform the office staff. • The original exit button is in a locked system to ensure office staff are aware of who is leaving the school. • Office staff have to release the door lock for visitors to leave.	No action required.	
<u>External ramps and steps</u>	• Ramps are made of single slopes and landings are clear of obstruction and door swings. Top and bottom landings are at least 1200mm long. No ramp gradient should be steeper than 1:15 for a 10-meter length or no	No action required. Wheel chair access to entrance will need to be assisted by a member of the office team. No action required.	

	steeper than 1:12 for up to a 5-meter ramp. - Handrails are placed in accordance with guidance. They are between 900mm and 1000mm above the surface of the ramps. - The handrail is continuous. - Install an upstand at the top of the external ramp between Year 5 and year 6.	Executive Head and Site supervisor.	Medium term – site manager to gain a quote for directors.
<u>Main reception and Office area</u>	- Location of Reception desk area to be identified by Braille / tactile signage. - Incorporate a fixed hearing induction loop. - Install a low level writing surface. - Seating is provided and is easy to remove or relocate. - Office is manned during all school hours. - Install clear and accessible wayfinding signage, which includes both Braille and tactile lettering throughout the school. All new signs are to include an image and instruction in Braille. 	Executive Head and Site supervisor. Executive Head and site supervisor Executive Head and site supervisor No action needed No action needed Executive Head and Site supervisor.	Short term Medium term Long term Long Term
<u>Corridor</u>	Corridors are well illuminated with adequate circulation space. Corridors are kept clear from obstruction.	School staff to monitor	Ongoing

<u>Internal steps</u>	The vertical height between each step	No action needed.	
The following locations are identified as having steps: 1. Flight of steps between year 5 and 6 classrooms. 2. Flight of steps from entrance of the main hall. 3. Flight of steps at the back of the hall. 4. Flight of steps at back of the hall leading into the hall. 5. Flight of steps near music room corridor. 6. One step outside year 2 classrooms. 7. One step in Key Stage 1 corridor	- is between 150mm and 170mm. - The flat tread of each step is slip resistant. - Step nosings are of a non slip material and are of a contrasting nature. - Handrails are provided.	No action needed. No action needed. No action needed.	

<u>Internal ramps</u> Locations of Internal Ramps: Outside the Family Support Workers room at the end of Year 5. Internal areas where there is one step (Key stage 1)	• The ramp is made up of a single slope it is the same width as the school corridors. Ramp gradients should not exceed 1:12 for up to a 5 meter ramp • Landings are clear of obstruction. Handrails are in place and consistent along the ramp. • Guidance needs to be gained on how to improve the accessibility in these areas to ensure wheelchair users can self-propel on a ramp that has a gradient of no more than 1:12.	No action needed. No action needed. Ensure regular checks and implementation of new handrails as ramps are introduced – Site maintenance Site maintenance to take guidance on weight bearing capacity, materials and safety sides.	Ongoing Medium term
<u>Internal lift</u>	• The lift is to provide access to year 3	Site maintenance	Short term

Location of lift: Outside year 3.	area. It is serviced regularly. It is large enough for wheelchair access.		
<u>Internal ramp lift</u> Location – end of year 6 corridor	• The lift is to provide access to year 5, 4, and 3. It is serviced regularly.	Site maintenance All staff need to be trained on using the ramp lift.	Short term
<u>Disabled toilets</u> Location of disabled toilets: 1. Key stage 1 – opposite nursery. 2. Back of hall 3. Key stage 2 between year 3 and 4.	• All follow guidance. • All have safety emergency pull cord which are checked regularly.	Site maintenance.	Short term

Internal doors 1. Double doors from Reception area leading to main school 2. Corridor doors from Year 6 area leading to Music room / photocopy room. 3. Corridor Doors from Year 4 leading to Year 3. 4. Corridor Door in Key Stage 1 outside Year 1 classroom. 5. Year 6 classroom doors. 6. Year 5 classroom doors. 7. Year 4 classroom doors. 8. Year 3 classroom doors. 9. Year 2 classroom doors. 10. Year 1 classroom door. 11. UFS classroom doors. 12. Nurture room door. 13. SENCo room door 14. Staff room doors. 15. Parent support room door.	• Doors are a minimum of 750mm width. Most doors have clear visibility panels incorporated except White 2. White 2 has opaque glass with only one panel at the top of the door. Replace doors or install correctly positioned visibility panels within the existing doors at the identified location. • Doorways should be well contrasted against the flooring, walls and door frames. Painting the door frames will help the edges become more visually accessible • Some doors have glass panes in them, these would benefit from a marking on them at eye level, so they do not appear as open, for example a picture or some artwork. • Steps are marked with high visibility marking tape currently. As this is not permanent, it may present a trip	Executive Head and Site maintenance. Executive Head and Site maintenance. Site maintenance Class teachers Site maintenance Class teachers	Long Term Medium Term Short term Short term – health and safety checks
16. Library door. 17. Head teacher office door.	hazard. Affixed bright step nosings are preferable in the long term as would tactile marking to denote a change in level. Doorways should be clear of obstacles • to the side	Class teachers and site maintenance	Long term Short term

<u>Lighting</u>	• Ensure consistency of lighting throughout the space to avoid significant shading on the floor which could lead to difficulties in perception of obstacles / hazards. LED lights have been fitted to key stage 1 and key stage 2. • Ensure windows have blinds to control the amount of sunlight that enters causing potential glare. These rooms need blinds: -Nursery quiet room -SENCo office - Corridor space outside nursery (used as a teaching space for RWI) -Nurture room	No action needed Executive Head and Site maintenance.	Short term
<u>Floors and Flooring</u> Nursery – sensory / quiet room	• Ensure the flooring is plain and not of a busy pattern. • Tables should be of contrasting colour to the floor. • Floors are to be a matt surface. • Flooring is to be non slip.	Executive Head and Site maintenance.	Long term
<u>Outdoor Area</u> Nursery	• Outdoor routes should have appropriate signage, handrails, clearly defined edges, seating at intervals, ramps and dropped kerbs as appropriate • Ensure high visibility markings around	Executive Head and Site maintenance. Executive Head and Site	Long term Long term

	the climbing mound to indicate a change of service. • Clear markings on the top and bottom of the ramp with a line of paint or tactile tiles to show elevation in the surface. • Install a hand rail to the slope wall outside the nursery to provide optimum access.	maintenance. Executive Head and Site maintenance. Executive Head and Site maintenance.	Long term Long term
<u>Accessible playground equipment and adventure playground equipment for all pupils.</u>	A range of playground equipment should be on offer during playtimes that meet the needs of all ages and abilities including those pupils with a physical, mental, visual or auditory impairment. New adventure playground equipment should include elements that children with a physical impairment can still safely access.	SENCo, SEN Governor, PE Co-ordinator	Short term – SENCo and PE Co-ordinator to review of current playground equipment in shipping container. Medium term - SENCo, SEN Governor and PE Co-ordinator to review the accessibility of any new playground adventure equipment prior to the purchase order being submitted.

Access to the Curriculum			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or 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	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
their specific needs.			of which should be on the shared drive for easy access.
All class based staff will be aware that children learn best when they are regulated and can offer help in supporting this.	• All staff will be aware of the mental health and wellbeing policy. • All classes will have a regulation station that all children can access. All regulation stations will have a variety of resources to support a variety of sensory feedback.	All class staff. Mental health Lead will monitor the regulation stations termly.	Short term
Class teachers will know how to access mental health support for children in their class with parental consent.	• Staff will have discussions with parents on what support can be accessed and the benefit of the support. • Support can be accessed through using quiet spaces outside of the classroom including the Family Support workers room and the nurture room. • With parental consent interventions by the family support worker or the senco can be put in place. • External support can be accessed through the mental health lead and Katie Thick (Emotional Mental Health Practitioner)	All class staff Mental Health Lead and SENCo	Short term

Class teachers know how to include pupils with disabilities in PE.	- PE co-ordinators provided specific recommendations – on the planning schemes used by staff. - SENCo to support staff with SEND needs in PE. - SENCo and PE coordinator to investigate specific training for school staff members regarding the area of need.	SENCo and PE coordinator	Short term – staff to be supplied with all SEND documents for specific pupils. Ongoing – PE coordinator to liase with Arena regarding inset
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	PE coordinators to confirm external PE coaches have sufficient training to support pupils with SEND.		training on SEND inclusion.
Continue training for teachers and support staff on different aspect of SEN.	Review the needs of children with specific issues and provide all relevant support and training to staff.	SENCO	Ongoing
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 for parents / carers. - Access to iPads for specialist apps. - Access to technology for recording.	SENCO	Short term – order when required.

Displays	• Titles and captions of the display should be brief. • Lettering should be in a clear font and preferably in black against a light background. • Limit the amount in a display to reduce visual crowding • Ensure background is of contrast to what is on the display. This may mean mounting pieces of work. • Matt laminating is preferable.	Class teachers	Short term
Cover staff including supply teachers have a clear understanding about the additional needs of pupils and how to meet those needs.	• Children have Assess, Plan, Do, Review targets in a discrete area in the classroom (usually staff cupboard) that can be accessed by support staff. • Children have targets on desks as prompts for their own knowledge and staff where appropriate. • Child with risk assessments /	SENCO and class teachers	Ongoing
	behaviour plans to be shared with staff. Senior leadership staff in school to support the implementation of the plan. This is a practise that needs improving.		

Ensuring inclusion in the school community			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or short term

Full participation in the school community.	Ensure pupils on the SEND register and those on EHCP plans are included in pupil forums such as school council.	Head of School Class teachers All staff SENCo	Short term.
Total access to Callington Primary Schools environment, curriculum and information.	Ensure pupils with SEND and their families are given explicit information about trips and activities well in advance so that families can make preparations. This includes residential trips which are planned throughout key stage 2.	SENCO Class teacher Educational trips coordinator.	Short term
Information available in a variety of languages.	When required we will organise a translator and take advice from County.	SENCO to access as required.	Reviewed when we have a new pupil join Callington Primary School.

Access to information advice and guidance			
Accessibility Outcome	Action to ensure Outcome	Who is responsible?	Long, Medium or short term
The school needs to create the Access Plan in conjunction with other stake holders including parents with children on the school's SEND register.	This plan will be provided to the SEN Governor, the SMT and invited parents who have a child on the Record of Need for review and amendment where necessary.	SENCo	Short term Medium term – revision of the plan based on outcome from meetings with the listed
			stakeholders.

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	These two services will be highlighted via the school newsletter and on the website (once it has been refurbished). Leaflets for both services will be given to parents during the next round of Assess, Plan, Do, Review meetings.	SENCo	Short term –Summer 2023. Ongoing – regular highlights of these services will be posted in the newsletter throughout the academic year.
Review meetings are held at a time where parents / carers can attend	• Book physical meetings during school hours with plenty of notice and offer phone meetings. • There are two way communication channels which are regularly used to support sharing information. Many parents are emailing staff regularly.	SENCO SENCO and class teacher	Short term
Regular communication with parents regarding SEND issues takes place to highlight how school can support families.	• Ensure collaboration and sharing between school and families. • Ensure parent and pupil engagement in learning and school community across activities. • Weekly newsletters encourage parents / carers to contact members of staff including family support worker. Class teacher and family support worker also involve SENCO in contact. • Monthly SEND corner on the school newsletter to give support to parents. • Termly parent questionnaires for SEND parents.	SENCO, class teacher, family support worker and office staff. SENCO	Ongoing

Establish close liaison with outside agencies for pupils with ongoing health needs e.g. diabetes, severe asthma or mobility.	• Ensure collaboration between all key agencies. • Deliver an inclusive curriculum, which supports achievements for all.	SENCO, class teacher Class teacher, curriculum leads, outside agencies as needed	Ongoing
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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 variety of formats including 'easy read', large print, symbol and audio.	• Promote the 'SEND Information, Advice and Support Service' SENDIASS • Work with parents and carers to ensure information is presented in a family friendly way. This includes on Callington Primary School's website.	SENCO SENCO Class teachers Office staff	Short term. Short term.
To raise the awareness, understanding and inclusion of SEN and disability across the whole school	Diversity Days and promoting positive awareness of different types of disability and differences such as classes learning to sign in Makaton, or BSL, an awareness of neurodiversity and children on the Record of Need being given the opportunity to educate their peers about their needs and abilities. Assemblies celebrating differences and raising awareness of various forms of SEN and disability.	SENCo and Head of School to co-ordinate. All teaching staff to deliver the outcomes.	Ongoing – Specific diversity days need to be timetable in the school calendar throughout the academic year. SENCo to monitor the contents of PSHE lessons to ensure diversity and inclusion awareness is being regularly and consistently taught.