



ST PIRAN'S ACCESSIBILITY POLICY AND PLAN 2024-2027

ETHOS AND AIMS

St Piran's strives to be a fully inclusive, accessible and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. A St Piran's education nurtures and inspires, unlocking the potential of every child. Our pupils are respectful, happy, creative achievers of whom this School is enormously proud. The School values all pupils, staff, parents and visitors regardless of their cognitive, physical, sensory, social and emotional needs. This policy is applicable across the School including Early Years.

The Governors are aware of their responsibilities under Schedule 10 of the Equality Act 2010, which sets out the accessibility arrangements responsible bodies in schools must implement for a pupil with a disability. There is a three-year written accessibility plan prepared and furthered in accordance with the school ethos and aims, and Equal Opportunities and SEND (Special Educational Needs and Disabilities) Policies. This rolling plan is reviewed annually.

St Piran's will always challenge negative attitudes about accessibility and disability, and endeavours to develop awareness, tolerance, respect and inclusion across the School.

DEFINITION OF DISABILITY AND SCOPE OF THE POLICY AND PLAN

A child or young person is disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Policy and Plan contains relevant actions to:

- Increase the extent to which pupils with a disability can participate in the School's curriculum,
- Improve the School's physical environment for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- Improve the delivery of information to pupils with a disability, which is readily accessible to pupils who do not have a disability.
- Increase awareness in matters of disability discrimination and inclusion for all
- Ensure a planned increase in accessibility of provision for all pupils, staff, parents and visitors

The School has an Accessibility Policy Review Committee which consists of the Headmaster, Bursar, Health & Safety Governor, the Matrons, Deputy Head Pastoral, Head of IT, Facilities Manager and SENDCo (Special Educational Needs Coordinator) and may co-opt additional members whose expertise in any field would be of assistance.

Governors review the plan and the expenditure required to ensure the plan is delivered through the Finance & Personnel (F&P) Committee on an annual basis. This can be more frequent, where

emergency expenditure is required and the amount goes beyond the delegated spend for the Headmaster.

The Accessibility Policy Review Committee's terms of reference are:

1. To review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.
2. To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
3. To prepare the School's Accessibility Policy.
4. To oversee the School's SEND Policy.
5. To prepare the School's Accessibility Plan.
6. To review such plans and policies as necessary and at least on an annual basis and provide a spending plan for review by governors in the F&GP.

The School's Accessibility Policy Review Committee are central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School conducts audits of our provision for pupils with special educational needs and/or disabilities on a bi-annual basis. Views of teaching and non-teaching staff, governors, parents and pupils are carefully considered. The Committee develops, on an ongoing basis, an understanding of the school community of disability and accessibility, priorities for our pupils with SEND and priorities for our pupils' parents.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

This understanding informs the School Accessibility Plan, which is available to all teaching and support staff, as well as parents via the School Website.

Admission

Admission to St Piran's depends upon the criteria set out in our Admissions' Policy . The School must feel sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful school career.

The School's policy and plan is to apply these criteria to all pupils/employees and potential pupils and potential employees regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupils with a disability / employee or potential pupil / employee at a substantial disadvantage compared to any pupil / employee who is not disadvantaged because of his or her disability.

The School's new registration form (online) includes questions about pupil accessibility, if required, including any reasonable adjustments/accommodations that they might need. In assessing any pupil or prospective pupil the school may take such advice and require such assessments as it regards appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

For potential new staff, when offering the post, the individual is required to provide information with regard to physical or medical needs.

HOW THE PLAN IS REVIEWED AND MONITORED

The School's Accessibility Policy Review Committee meets twice a year to frame recommendations for inclusion in the plan. These recommendations include input from the Senior Leadership Team and then the plan and its implementation are reviewed during the Governors' Finance & Personnel (F&P) Committee meeting in the Christmas Term.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school.
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Appendix A

In common with many other schools, the layout of St Piran's covers a wide area and consists of many separate and older buildings of several stories and without lifts, which have grown up since the school was founded. Again, common to many schools, St Piran's has specialist classrooms for each subject in Upper School and some specific subjects through the school, based on the valid ground of having all the resources for one subject in one place. This requires pupils to go from classroom to classroom, often up and down stairways in buildings without lifts. Any pupil with impaired mobility is going to be put at a disadvantage by these problems, if not prohibited altogether from access to some or all of the educational facilities the school offers. Nor can these matters be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the school at prohibitive cost. Even the fruition of long-term plans can only go some way to ameliorate the position. Teaching staff will also have similar difficulties when accessing classrooms and staff rooms on different floors.

Overview:

- There are accessible toilets in all school buildings.
- There are parking facilities for the disabled in the Main car park, lower school car park, and Early Years car park.
- Where possible and space allows, if a pupil was unable to access a first or second floor classroom, the lesson might be relocated to a more accessible room (dependent on age group and space)
- The Alix Burnage Centre is accessible without the need for a lift as there is sloped access to the sports hall and the disabled facilities.

- The Alix Burnage Centre, Year 1 classrooms, Reception classrooms, English classrooms and White Lodge have wheelchair access.
- The following buildings/teaching areas are single storey or are on the ground floor:
 - Geography
 - History
 - English
 - Maths
 - Year1 classrooms
 - Year2 classrooms
 - Pre-School
 - Nursery
 - Reception
 - Changing rooms
 - Extended Day
 - Dining Areas
 - Lower School Hall
 - Tippet Hall
 - Sports Hall
- There are accessible toilets on the ground floor in the following buildings:
 - Alix Burnage Centre
 - Reception classes
 - Pre-School
 - Main building foyer
 - Year1 classrooms
 - Lower School Hall

Increasing the extent to which pupils with a disability can participate in the school curriculum. **Appendix B**

- The curriculum and lessons provide opportunities for all pupils to achieve and succeed. The school employs a SENDCo and a Head of the Tailored Learning Centre who will support and advise staff on how best to present the curriculum to children of all needs. Lessons are responsive to pupil diversity and involve pupils working in pairs, groups and with the whole class.
- Many resources are provided for our children to meet their individual learning needs including flexible seating and standing desks.
- Staff have high expectations of all pupils irrespective of special educational needs, sensory impairment or disability.
- Staff are trained to ensure high quality teaching meets the needs of all pupils and where appropriate the School's referral process will support the teacher in ensuring the most appropriate reasonable adjustments are in place. This will include classroom adjustments as well as exam accommodations as required. This is monitored and decided for each individual child following the schools SEND and SENDA procedure.
- The structure of the curriculum and subsequent timetable is overseen by the Deputy Head Academic. All pupils benefit from a broad and balanced curriculum, and are also encouraged to take part in music, drama, physical activities, extra-curricular activities, trips and visits.
- School performances and sporting opportunities are made accessible to all pupils irrespective of attainment or impairment, wherever possible. Staff provide lesson input and have lesson outcomes tailored to suit the learning styles of individual pupils.

- Staff recognise and allow for the additional adjustments required for children who have been identified as having SEND/SEND A which are in line with their Individual Assessment Plan Do Review APDR / Individual Education Plan (IEP), Pupil Passport or Educational Healthcare Plan (EHCP). These are reviewed regularly.
- The School will support children who need to record information in different ways eg. by using a laptop.
- Other hardware devices or software programmes can be used as and when appropriate to access the curriculum and record information.
- All textbooks are provided by the School and so pupils do not need to carry them.
- School visits and trips are made accessible to all students irrespective of attainment or impairment, wherever possible. It may be necessary to support children at these times with additional staffing and further accommodations.
- Pupils are set in Maths & English from Year 5 based on their cognitive ability and not their specific learning/physical needs
- There is the option to support identified pupils in the school with 1:1 Tutor Point lessons with specialist teachers.
- Staff are trained and updated by the SENDCo with regard to the different types of learning difficulties that pupils may have and how we can best support them in class through a series of classroom intervention and high-quality teaching.
- Relevant information can be found on our secure MIS, Provision Map.

Improving the delivery to pupils with disabilities of information which is readily available to students without disabilities.

Appendix C

- Children with specific needs in examinations are identified by the SENDCo and appropriate support e.g. reader, scribe, prompter, laptop arrangements, separate room, additional time and movement breaks; is arranged as appropriate.
- Parents can make appointments to come in and speak with staff at any time.
- Some pupils with a dyslexic profile may benefit from the use of coloured overlays, technology support and reasonable adjustments both in exams and in the classrooms
- Modified examination scripts are made available to pupils with specific needs eg. font size, braille, coloured paper
- In exceptional circumstance it may be necessary to adapt the timetable to cater for individual needs.

Reviewed By: Headmaster
Date: 1 Sept 2025
Next Review Date Sept 2026

ACCESSIBILITY PLAN 2024-2027

Appendix A: Improving Access to the Physical Environment

	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
Short Term	Improve access to classrooms and learning areas for pupils and staff with disabilities	<ul style="list-style-type: none"> Identify areas where improved access is appropriate, and scope and cost solutions within the new Upper School Build to include the relocation of IT & MFL. Consider access and separation of pupils from car parking area Confirm contingency plans and deliver practical solutions to improve classroom accessibility. Instigate an OT assessment of the school to ensure appropriate and safe mobility is provided for children with mobility difficulties 	Sept 2024	£4200	Headmaster Bursar Head of Facilities	<ul style="list-style-type: none"> Ramps for White Lodge and access from Gringer Hill Pathway to Pre-School and Nursery Barrier repaired with passes for drivers. Fence lined closed Additional handrails have been added to the main staircase and two further staircases around school
			March 2025	£2500		
			Nov 2024	£300		
			Summer 2025	TBC		

	Provision of appropriate access to Main School	<ul style="list-style-type: none"> • Consider suitability of access to Years 3 & 4 Classroom • Consider options and select practical solutions that are affordable and reasonable for the School. • Deliver practical solutions if required. 	Sept 24	£2500	Bursar Facilities Manager SENDCo	<ul style="list-style-type: none"> • Access for Pupil to 3W via shallow Chapel Staircase • Use of scooter for access around grounds (2023-24) • Extra handrails on staircase up to Year 4 with protective beams (Aug 2024)
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	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
	Review of Evacuation Plan that accommodates staff, pupils and visitors including those with disabilities	<ul style="list-style-type: none"> • Consider suitability of existing evacuation plans for members of our School Community and common disabilities that the School could reasonably expect in some visitors. • Develop evacuation plans that are affordable and reasonable for the School to implement. These plans will include specific details for members of the school community with known conditions requiring support during the event of an evacuation and will take into account common conditions that the School could reasonably expect in some visitors. 	Academic Year 24-25		Headmaster Bursar SENDCo Facilities Manager Nurses	<ul style="list-style-type: none"> • Review of Evacuation Plan including provision for pupils and staff with disabilities Sept 2024 – with specific reference to existing Health Plan in Year 4 and then Y5 • INSET training in April 2025

Provision of suitable school pathways		<ul style="list-style-type: none"> Assess suitability of existing school pathways for existing school community, and explore options for improving accessibility for all that are reasonable and affordable to implement. Improvements may include signage for partially sighted pupils, safety painting on steps and around hazardous areas Assess the evenness of surfaces and identify affordable improvements. Assess external lighting and deliver practical solutions for safe movement of all members of the School Community. 	2024 onwards	£1500	Headmaster and Facilities Manager	<ul style="list-style-type: none"> Lighting implemented in drive way and around Fire Assembly points Remedial surface work undertaken as R&R annual rolling programme
Provision of safe passage through doorways or all members of the School Community		<ul style="list-style-type: none"> Assess doorway access suitability for the School Community taking into account specific conditions known. Identify what improvements to doorways can be made that are reasonable and affordable. Implement practical solution. 	2024-2026		Headmaster, Bursar and Facilities Manager	<ul style="list-style-type: none"> Rolling programme of door replacement with appropriate Fire Doors installed in refurbished areas including Private Side Completed 2024

	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
Medium Term	Provision of classroom furniture to meet the needs of pupils, including those with particular needs	<ul style="list-style-type: none"> Assess individual needs and make provision as appropriate with particular regards to chairs, desks and footrests. 	As and when required	£4500	SENDSCO, all teaching staff and FM	<ul style="list-style-type: none"> Ongoing through ISPs & Pupil Passports
	Provision of disabled changing facility	<ul style="list-style-type: none"> Assess individual pupil's needs and make appropriate provision should special disabled changing facilities be required. When a development project includes specifications for toilets or changing rooms, incorporate disabled provision, particularly in the Alix Burnage Centre. 	When planning new washroom and changing facilities	£13000	Headmaster Bursar & FM	<ul style="list-style-type: none"> Refurbishment of ABC Changing Rooms and Disabled Toilet (Summer 2024)
	Improve flooring across School for people with disabilities	<ul style="list-style-type: none"> Identify areas of School where improvements to flooring are required or desirable. When planning new projects, include suitable flooring for wheelchair use where possible. 	When planning new projects	£1000	Headmaster and Bursar	<ul style="list-style-type: none"> New flooring in Middle School Aug 2020 Wellbeing Room flooring Lower School Decking replaced, Summer 2025

	<p>Ongoing access improvement to corridors and steps</p>	<ul style="list-style-type: none"> Ongoing assessment of corridors and steps to identify improvements that are reasonable and affordable. These may include door guards to support disabled pupils to move freely along corridors, and increased provision of handrails near steps. 	<p>2024-27</p>		<p>Headmaster, Bursar and Facilities Manager</p>	<ul style="list-style-type: none"> Rolling programme of door replacements (Blue Corridor, Dining Hall, Offices with new guard protectors as per R&M programme
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Appendix B: Improving Access to the Curriculum

	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
Short Term	Improve access to games, PE and swimming	<ul style="list-style-type: none"> • Undertake regular review of child's condition and consider what can be done for them to access PE, games and swimming more readily. • Staff training in preparation for pupils with a disability starting at school • Assess the need to purchase additional resources and equipment • If required, determine alternative physical education programme of study • Staff to action an IAF for Sports and share with SENDCo 	As and when required		Head of Boys' and Girls' Games SENDCo Matrons	<ul style="list-style-type: none"> • Two ongoing personal health plans reviewed by matrons to allow access to appropriate games and events • SENDCo shares regularly with teaching staff and during meetings

	<p>Improve access to learning</p>	<ul style="list-style-type: none"> • Staff to follow the SEND procedure to ensure timely identification of needs and appropriate support is provided • SENDCo carry out regular learning walks to monitor resources in the classroom and their impact • Regular CPD is provided to both teachers and support staff to ensure they are provided with up to date training • Throughout the year SENDCo deliver whole school CPD on Inset days • Through Pupil Passports the child's voice is captured to ensure they feel valued, heard and their needs are met • Termly meetings with individual teachers are prioritised to ensure that SENDCo are kept abreast of needs within the classrooms • Regular celebration of good practice is shared amongst staff • Provide enhanced transition between year groups 	<p>2024-25</p>		<p>SENDCo and teaching staff</p>	<ul style="list-style-type: none"> • Regular reminders are provided in HoY meetings and via Provision Map • Feedback provided to staff and training has been adapted to observed need • Top tip Tuesday and weekly support staff training takes place • Send INSET delivered September & April INSET • Pupil passports are written with a TP member of staff and are reviewed annually or prior to this if needs change • Our SEND register is up to date and the children are provided with appropriate reasonable adjustments • Evidence through learning walks • Transition booklets created and shared with parents
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						<ul style="list-style-type: none"> Pupils requiring additional transition are supported in small group sessions with the SENDCo leading up to the end of the year
	Provide training for staff to assess children's needs and understand resources available, including EVCs and access to Residential Trips	<ul style="list-style-type: none"> Determine the training needs and put it in place for the necessary staff Deputy Heads and SENDCo to attend an external course on supporting disability in school and to cascade information to staff 	Annually		Deputy Head Academic and SENDCo	<ul style="list-style-type: none"> All pupils attend off-site visits with reasonable adjustments made for transportation and access to activities and events including residential with support of trained medical staff if required 2023-24
	Improve equipment for partially sighted pupils	<ul style="list-style-type: none"> Provision of laptop to partially sighted pupils, in liaison with parents. Consider obtaining external professional reports and respond appropriately Take advice on specific aids and purchase where appropriate e.g. reading pens, digital voice recorders Training of staff 	As and when required	£20000	SENCO & Head of IT	<ul style="list-style-type: none"> Laptops have been assigned, with a 1:1 programme from Years 3 upwards Individual laptops assigned above bank of devices as required

	Improve equipment for hearing impaired pupils	<ul style="list-style-type: none"> • Provision of headphones to hearing impaired pupils, in liaison with parents • Provide more visual resources for those pupils with hearing impairment • Provision of a hearing loop if deemed appropriate and useful Training of staff • Take advice from external professionals 	As and when required		Head of IT and SENDCO	<ul style="list-style-type: none"> • Meetings and assemblies with Deaf Society. • Training for staff

	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
Short Term (Cont.)	Improve equipment for physically impaired pupils	<ul style="list-style-type: none"> • Provide suitable equipment based on assessment e.g. writing slopes, pen/pencil grips, adapted (weighted) pens 	As and when required		SENDCo	<ul style="list-style-type: none"> • On-going programme and resources

	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
Medium Term	Appropriate staffing levels	<ul style="list-style-type: none"> Regularly assess staffing levels in response to changing needs of pupils 	As and when required		Headmaster, SLT HoY SENDCo	<ul style="list-style-type: none"> 1:4 Ratio in Nursery 1:6 in Pre-School 1:21 – school age as a minimum, although often a smaller ratio

Appendix C: Improving Access to Information

	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
Short Term	Improve on-site instant communication	<ul style="list-style-type: none"> Improve digital signage 	Sept 2020 onwards	£5000	Head of IT	<ul style="list-style-type: none"> Digital Signage Screens Updated in Information Lobby, Reception Look at St Piran's Centre
	Enable information to parents to be provided in different formats	<ul style="list-style-type: none"> Ensure school policies, procedures etc. are available in large font or printed on dyslexia friendly paper 	Ongoing		Headmaster Bursar	<ul style="list-style-type: none"> iSAMs with this capability through parent portal
	Improve staff's understanding of issues with SEND	<ul style="list-style-type: none"> Provide NASEN journal in Staff Room EduCare training courses with weekly catch ups with SENDCO and DH Pastoral Provide training during INSET and weekly updates in HoY meeting 	Ongoing		SENDCo & DH Pastoral	<ul style="list-style-type: none"> Journal in place - training annual
	Improve understanding of ways teaching staff can communicate	<ul style="list-style-type: none"> Head of IT to assess the value of Microsoft Windows Accessible to the School 	Ongoing	£11000 Licence Per year	Head of IT & SENDCo	<ul style="list-style-type: none"> MS Teams training to include TAs with support staff devices from Sept 2023. IT Showcase including use for pupils with SEND

		<ul style="list-style-type: none"> • Provide training for staff on using IT with SEND pupils • Provide relevant training as Provision Map evolves throughout the school 				
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	Targets	Action and Resource Required	Timescale	Cost	Responsibility	Evidence of Implementation
Medium Term	Digital Prospectus	<ul style="list-style-type: none"> • Marketing Officer to produce with support of SLT 	Academic year 2023-24		Marketing Manager	<ul style="list-style-type: none"> • Digital Prospectus 2024
	Ensure that the height of notice boards holding information are appropriate	<ul style="list-style-type: none"> • Ensure that all notice boards are at the correct height for SEND children especially those in a wheel chair. 	Ongoing		Facilities Manager	<ul style="list-style-type: none"> • Completed, including lowering of IWBs