



Accessibility Plan

Approved by: Full Governing Body **Date:** May 2026

Next review due by: May 2029

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1. Aims

Bosvigo School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without any form of discrimination. All members of our school community are important and should be included. Children are provided with high quality learning opportunities so that each child achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

The purpose of our accessibility plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

This plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Bosvigo School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be regularly updated.	SENDCo & Inclusion Lead (JP)	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Arbor with relevant developments. Ensure Medical register and Care plans are up-to-date on Arbor. Make SEND and medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies (e.g. paediatricians) to ensure we receive up-to-date reports.	SEND register and paperwork for individuals. IPMs Care plans	To be updated as changes occur but also checked termly.	SEN and Medical needs will be up to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents.	SENDCo & Inclusion Lead (JP) SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with IPMs and EHCPs.	Up-to-date IPMs and EHCPs	On going Termly SEN review meetings	Increased engagement of parents.
Effective communications with nurseries and schools to provide a quality transition.	EYFS Leader (KS) SENDCo & Inclusion Lead (JP)	To identify pupils who may need additional or different provision for the September and mid-year intake. SENDCo to attend Local Authority SEND network meetings and build relations with other local SENDCOs. SENDCo to maintain a positive relationship with Cornwall SEN team to ensure collaboration when transitioning a child with an EHCP.	Teacher/SEND Co time	Ongoing	Transition for children from nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners	SENDCo & Inclusion Lead (JP)	Audit staff strengths/gaps in knowledge.	Staff meeting TA training	Ongoing All staff to feel confident within a year	Staff confidence in adapting the curriculum is improved.

and removing potential barriers.	SLT	<p>Internal and external training from outside agencies - Autism Team, Speech and Language, Education Psychology and Occupational Therapy, etc .</p> <p>Whole staff training on adapting lessons and using scaffolding for pupils with additional needs.</p> <p>Staff meetings addressing inclusive practice and SEND procedures.</p> <p>SENDCo to do 1:1 sessions with teachers who need bespoke guidance for pupils.</p>	<p>SENDCo time</p> <p>Teacher time</p> <p>External agency training</p>	and CPD timetable to be revised termly as the cohort and training needs changes.	Children's participation in the curriculum is broader and more effective.
Use appropriate assessment tools and activities for children working at pre-key stage levels.	SENDCo & Inclusion Lead (JP)	<p>Use other professionals suggestions for adaptations of the curriculum.</p> <p>SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.</p>	<p>SENDCo time</p> <p>Teacher time</p> <p>External agency support</p>	Annual training Introduced to new staff during induction	Children working pre-key stage will have consistent approaches for assessment and planning and will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	SENDCo & Inclusion Lead (JP)	<p>Liaise with parents.</p> <p>Liaise with external agencies.</p> <p>Make relevant referrals to external agencies.</p> <p>To identify training needs.</p>	Staff training	Ongoing	All advice acted upon. Pupils' individual needs are met and they are able to access the curriculum.
Appropriate specialised equipment is used to benefit individual pupils and staff.	SENDCo & Inclusion Lead (JP)	<p>iPads and Chromebooks available to support children with difficulties.</p> <p>Sloping boards for children with physical disabilities.</p> <p>Coloured overlays or coloured paper for children with visual difficulties or dyslexia.</p> <p>Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc.</p> <p>Use Widgit subscription to make resources.</p> <p>Sensory Cabin available to meet higher-level sensory needs.</p>	<p>Audit of equipment and needs</p> <p>Staff training</p> <p>Cost of resources</p>	Ongoing	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning.

Interventions are used appropriately to help children make progress in targeted areas and skills.	SENDCo & Inclusion Lead (JP)	Track impact of SEN interventions, e.g. phonics, SALT, SEMH. Strategically deploy staff for interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Training on new interventions through external professionals Resources required to deliver interventions	July 2026	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.
All children continue to be visible in the curriculum and resources.	SENDCo & Inclusion Lead (JP)	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with SEN, disabilities and medical needs in their classroom practice.	Books Teacher-made resources for lessons e.g. teaching slides Visitors	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which pupils with individual needs can take advantage of education and associated services.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohorts.	SENDCo & Inclusion Lead (JP) Headteacher (CW)	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are coming.	Risk Assessments Time for pre visit if required	Ongoing	All SEND pupils are able to access all trips during their time at Bosvigo School.
Ensure all children feel safe and involved at playtimes.	SENDCo & Inclusion Lead (JP)	Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or pastoral lead.	Playtime Pal training Safeguarding Team meeting	Ongoing	Children feel safe in school – evidence in survey results from children.

	Headteacher (CW)	Playtime Pals to be directed towards pupils who may struggle to engage in play. Buddy System in place for EYFS pupils.	Monthly Mealtime Supervisor meeting		
Maintain safe access round the interior and exterior of the school.	SENDCo & Inclusion Lead (JP) Headteacher (CW) Premise officer (NL)	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through usual channels. Review class locations every year based on accessibility for pupils with mobility needs. Safety improved with parking barriers and temporary road restrictions.	Health and safety walks	Ongoing	There is safe access throughout the school
Ensure access for all SEND children at Wraparound and other extra-curricular activities, with reasonable adjustments made to enable participation.	Headteacher (CW) Wraparound Manager (KP)	Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Parents can attend extra-curricular clubs with their child if a 1:1 is needed.	Reports of club and Wraparound engagement Risk assessments	Ongoing	Children with additional needs are accessing clubs of their choices with the correct planning and support.
To make effective use of the Sensory Cabin and Outdoor Classroom.	SENDCo & Inclusion Lead (JP) Headteacher (CW)	Children to use the Sensory Cabin for regulation. Children to use the Wraparound Kitchen and Outdoor Classroom to help build life skills.	Resources for cooking lessons Timetables for rooms	Ongoing	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.
To provide more opportunities for engagement with the outdoor space by developing activity stations in both playgrounds.	SENDCo & Inclusion Lead (JP) Headteacher (CW) Premises Manager (NL)	Audit outdoor spaces to identify what learning and play opportunities could be developed in both KS1 And KS2 playgrounds. Undertake pupil surveys to identify what children would like to see developed. Include pupil conferencing of children with individual needs in Pupil Voice activities.	Funds to support development of activity stations and outdoor spaces. Volunteer workforce from school community.	December 2026	Children will have more opportunities to engage meaningfully in play due to variety of activities available to them. Vulnerable children will report enjoying playtimes and learning outside the classroom.

3.Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents.	Headteacher (CW) SENDCo & Inclusion Lead (JP)	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Admin time	Ongoing	All parents will be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats.	Headteacher (CW) SENDCo & Inclusion Lead (JP) Office Staff	Ensure office staff are able to use Google Translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Google Translate Office time	Ongoing	Parents are able to access all information and complete forms independently or with assistance.
Improve use of visuals to increase understanding of written information.	Headteacher (CW) SENDCo & Inclusion Lead (JP)	Continue to utilise Widgit to improve picture communication support. Use Widgit to make classroom resources (e.g. word mats, visual timetables, social stories). SENDCo to train all relevant staff members in how to use Widgit. SENDCo to ensure there is a bank of ready-made resources for teachers and TAs to access.	Widgit subscription Training Time for meetings	Ongoing	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.
Have interpretation and translation technology or services available for parents who cannot access spoken communication (e.g. BSL) and/or English.	Headteacher (CW) SENDCo & Inclusion Lead (JP)	Use online translation tools in meetings e.g. Google Translate. Allow parents enough time to organise their own translators for meetings. Book translators for crucial meetings (where possible).	Translation apps Translators time.	Ongoing	Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Senior Leadership Team and approved by the Full Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

