



Sennen School Accessibility Plan

How does the school deliver the curriculum?	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?	<ul style="list-style-type: none"> • Training needs are regularly reviewed for all staff. • Staff inset and staff meetings have SEND/PP provision per term as well as half termly meetings. • School provides SENDCo, Teaching Assistants, PP support, and designated lunchtime supervisors with appropriate training
Are your classrooms optimally organised for all pupils?	<ul style="list-style-type: none"> • Classrooms are accessible for all and learning resources support pupils needs. • SENDCo identifies any additional environment needs in discussion with class teachers • Subject leaders ensure that materials and resources support the children and teachers.
Do lessons provide opportunities for all pupils to achieve?	<ul style="list-style-type: none"> • Teachers have high expectations of all pupils this is reflected in the Learning and Teaching, behaviour and conduct, achievement and standards • Lessons are differentiated by task, support, time, resource and outcome • Curriculum provides opportunities for all learning styles and enrichment opportunities • Additional resources for children are implemented to remove barriers to learning eg specialist support, family support, resources including furniture, visual timetables, additional teachers • Staff implement recommendations from external professional agencies • All pupils have opportunities within lessons, extra- curricular and school events to participate in a wide range of creative, sporting, scientific, technical, social activities in addition to the core subjects
Are lessons responsive to pupil diversity?	<ul style="list-style-type: none"> • RE, PSHCE, Spiritual Moral Social and Cultural (SMSC) cover diversity and lessons are planned in line with our school, local, national and global communities • Lessons are differentiated for individual needs • Termly monitoring of progress of individuals and groups by teachers with Headteacher • The school implements a Charging Policy and Pupil Premium Policy; spending facilitates additional support and resources • School completes risk assessments

Is the school designed to meet the needs of all pupils?	
Does the size and layout of the school environment allow access for all pupils?	<ul style="list-style-type: none">• School meets needs current school population• School responds to individual needs as they arise• All rooms are well lit, corridors are wide,• The school budget allows for reasonable adjustments/best endeavours in line with the Equality Act• H & S audit is carried out and actions addressed and monitored by LMCs, Headteacher and PFI• School has trained Fire Marshalls and staff are aware of their roles and responsibilities in the event of school evacuation• School provides access to a quiet space at lunchtime
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	<ul style="list-style-type: none">• School admin conducts an access checks of the school ½ termly• Day to day issues remedied and where necessary reported to PFI• Headteacher monitoring twice annually• The school website, newsletter, and assemblies include advice and reminders about safe access, behaviour and movement around the school
How does the school communicate?	
Do you provide information in a variety of formats for pupils, parents / carers and other school members?	<ul style="list-style-type: none">• The school endeavors to provide all information and forms in whatever format or language is needed (upon request).• Teachers plan for all learner types and children are encouraged to record in different formats.• The school has a regularly updated website, produces a weekly newsletter on the website, uses Parent texting when appropriate and makes phone calls home, holds face to face meetings and events, encourages communication with all members of staff