



Accessibility Plan

2026-29

Introduction and purpose of the accessibility plan

The Accessibility Plan (AP) aims to create and maintain an inclusive and non-discriminatory environment for the school's students, staff, governors and parents/carers. All students must be given the opportunity to excel in their formal and informal learning, and the Governing Body is committed to eliminating any barriers to full and equal participation.

The Accessibility Plan (AP) brings all Bodmin College School equality policies into line with the Equality Act 2010. It provides information about the legislative framework and highlights the need for all the college's policies to have due regard to the legislation as they are developed or reviewed.

The Accessibility Plan (AP) serves as a reminder to all governors and college employees of their duty to eliminate discrimination and promote equal opportunities and good relationships. This must be evident at every level of activity from strategic planning to informal conversations.

The accessibility strategy outlines the steps that the school is taking to improve access for students with a disability by:

- Ensuring that the rights of students with a disability are upheld
- Supporting the aims and aspirations of a student with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenging negative perceptions
- Developing a culture of awareness, acceptance and inclusion

We will action this by demonstrating behaviours which will:

- Increase the extent to which students with SEND can participate in the curriculum
 - Improve the physical environment to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to students, parents, carers and staff with disabilities
- The students are the main beneficiaries.

Implementation will benefit all students, not just those with protected characteristics. It is recognised that many of these steps will benefit all school users.

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities. Within our school community we have students and members of staff who have physical needs such as: Cerebral Palsy, Hearing or Visual Impairment, ADHD, Autistic Spectrum Disorder and medical needs such as epilepsy, heart disease, severe asthma and diabetes. Our plan also covers those students who have diagnosed eating disorders and those who have been disabled in the past for example students and staff who have recovered from cancer or who have a history of mental illness.

This plan should be read in conjunction with: This plan should be read in conjunction with: The SEND Policy and SEND Information Report.

Vision and values

We are committed to the highest standards of achievement possible in everything that we do by building confidence and character in our young people. Our shared mission is to enable 100% of learners to live a life of choice and boundless opportunities. We ensure all students are valued, respected and equal members both within our school and across the wider community. Inclusion is a whole school responsibility, and we work within a strategic ambition of 'what is good for SEND is good for all'.

Reasonable adjustments

We recognise that some students may need more support than others if they are to achieve their full potential. Where this is identified, reasonable adjustments will be considered to ensure each student has equitable access to the environment, curriculum and availability of information to themselves and their families.

The school will consider reasonable adjustments to ensure that all students are involved in every aspect of school life and that barriers to learning are removed. If a student has an EHCP, these adjustments will already have been considered as part of the consultation process.

Deciding on a reasonable adjustment for students who do not have an EHCP will include consideration of:

- Resourcing and costs
- How effective or useful the aid or service will be
- If the aid or service will help other students
- Health and safety requirements
- Provision already made by the SEND plan and framework

Action Plan 2026-29

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 Bodmin College 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.			
Objective	Actions to be taken	Lead & deadline	Success Criteria
Implement Curate and Narrate to support teachers to identify obstacles to learning and relevant adjusted strategies from the CELT Learning Chronicles.	Review impact of Curate and Narrate. Develop version 2 and consider how Provision Map and Class Charts can be used to further support this.	Allison Dutaut and Hayley Ryall – by December 2026, then ongoing implementation and monitoring of effectiveness.	Teachers will have access to clear and concise information about learner needs which will allow them to put effective provision and strategies in place.
Develop termly 'teacher observations' data capture, to identify any learners whose needs have not been identified through the broader referral processes, and to identify trends and priorities for SEND learners across the school.	Schedule termly teacher observation data capture. Agree focus for each cycle (i.e. assessment, intervention, reasonable adjustment needs). Analyse data to identify learners who would benefit from further support and identify priorities for staff training and resourcing.	Allison Dutaut and Hayley Ryall– by December 2026, then ongoing implementation and monitoring of effectiveness.	Barriers to learning are identified swiftly and adaptations to allow access to the curriculum are employed. Staff are equipped to respond to the needs of all learners through responsive and continuous CPD.
Develop and increase the range of qualifications for pupils who are not able to access A Level pathways.	Develop BCX college provision to offer a range of vocational and foundation level post-16 qualifications.	Laurie Goodlad – starting September 2026 and increasing over time.	All learners have access to an appropriate post-16 pathway within their local area.

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. The school meets Disability Discrimination Act (DDA). In addition, there is: ramped access around the site, a sloped path, a lift, accessible resources, a designated first aid room, and allocated parking spaces at the front of the building.

Objective	Actions to be taken	Lead & deadline	Success Criteria
Improve range of workstation options for children with identified SEND (standing desks, seated options, individual and group tables)	Purchase desk risers to create standing desks. Replace some standard desks with single equivalents, round tables and a range of heights.	Claire White & Allison Dutaut– October 2026, then ongoing implementation and monitoring of effectiveness.	Learning spaces in the ARB will have a range of seated and standing workstations to meet the needs of every learner.
Improve accessibility of outdoor areas for learners with physical, neurological and sensory needs.	Create a bespoke outdoor learning space that is designed with the sensory and physical needs of learners in mind.	Claire White & Allison Dutaut – December 2026, then ongoing implementation and monitoring of effectiveness.	Design, build and resource an outdoor learning area. Include resources for regulation (e.g. gym equipment), sensory needs (e.g. range of textures and scents) and learning needs (tailored outdoor curriculum, relevant to the developmental stage of the learners).
Improve access to resources for Preparing for Adulthood linked learning.	Adapt a food technology space to include height adjustable sinks and workspaces, as well as slide-and-hide cookers, to ensure wheelchair users can fully access the curriculum.	Claire White & Allison Dutaut – October 2026, then ongoing implementation and monitoring of effectiveness.	All learners access opportunities to develop life skills in preparation for adulthood, including those needed to meet their own nutritional and food hygiene needs.

3. Improving the access and delivery of information

To improve the delivery of information for disabled pupils and parents. Bodmin College aims to improve the delivery of written information to students, parent/carers and staff. For those with disabilities or additional needs, we aim to ensure information is delivered in appropriate formats within a reasonable timeframe. All information is electronic via Class Charts and/or Sims InTouch. Where identified and requested, information is shared in hard copy.

Objective	Actions to be taken	Lead & deadline	Success Criteria
Ensure that open events are accessible to all members of the community.	Specific accessible routes and tours are put in place to ensure all members of the community can access events.	Kym O'Mara & Allison Dutaut - ongoing	Preparation and communication regarding accessible options for all events are included in the planning, communication and delivery phases.
Improve accessibility of signage for all learners.	Implement a total communication approach across the school.	Claire White & Allison Dutaut – starting October 2026, then ongoing development and review.	Signage, instructions and labels will be dual coded with text and symbol, and displayed in a clear, dyslexia friendly font.
To improve access to Speech & language therapy intervention and assessment, to further develop oracy skills for learners with barriers in this area.	Employ and train Speech & Language therapy apprentices.	Amy Daniels & Allison Dutaut	Apprentices will be employed by the school or trust to work directly with learners and show evidenced impact on oracy skills.