



## **Accessibility Plan – 2024-27**

## 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: The SEN Policy.

## 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. 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'.

## Implementation: 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

## Monitoring, Evaluation and Review

The Accessibility Plan will be monitored and evaluated by the Senior Leadership Team (SLT) and SENDCO through an annual report to the Governing body. The SLT is also charged with responsibility for identifying all policies/procedures which must have regard to the Accessibility Plan and drawing governors' attention to any areas where greater attention needs to be paid to achieving the objectives.

## The action plan 25.26

Accessibility Priority	Action	Who	Outcome
<p>Continue to improve access to the curriculum:</p> <p>Students with a SEND make good or better progress in line with all students nationally</p>	<ul style="list-style-type: none"> <li>- Implement Curate and Narrate to support teachers to identify obstacles to learning and relevant strategies from Adaptive Teacher Toolkit</li> <li>- Enhance information on Student Success Plans (SSP) in collaboration with students and parents through the Assess Plan Do Review (APDR) cycles</li> <li>- Pathways process ensures students at KS4 follow appropriate curriculum which is aspirational and personalised</li> <li>- Data dashboards identify students underachieving</li> <li>- ICT used to support individuals with physical and cognition and learning needs.</li> <li>- Develop a range of interventions to support closing the attainment gap</li> <li>- Develop the provision in Learning Centre</li> <li>- Ensure that all college trips &amp; residential visits are accessible for students with a disability</li> <li>- Schools works with LA to develop practice ASD.</li> <li>- Staff audit identifies CPD needs</li> <li>- In line with the New Code of Practice 2014 Student and parent voice is regularly sought to inform practice</li> </ul>	<p>MLO/SLT</p> <p>MLO/VMA /SJO</p> <p>JJE/SLT</p> <p>MLO</p> <p>MLO/VMA</p> <p>MLO/KOM</p> <p>JJE/MLO</p> <p>All staff</p> <p>MLO</p> <p>MLO</p> <p>MLO/SLT</p>	<p>On going review to improve.</p> <p>On going review to improve.</p> <p>On going review to improve.</p> <p>On going review to improve.</p> <p>On going review to improve.</p> <p>Audit of interventions currently underway.</p> <p>On going review to improve.</p> <p>On going review to improve.</p>
<p>Continue to improve the physical environment</p> <p>All students and staff can access all elements of the college building</p>	<ul style="list-style-type: none"> <li>- Provide ongoing training for the use of evac chairs</li> <li>- Improve the terrain of the exterior paths</li> <li>-</li> </ul>	<p>LGR/SLT</p> <p>LGR/SLT</p>	<p>On going review to improve.</p> <p>On going review to improve.</p>
<p>Continue to Improve access information.</p> <p>Communication is effective for</p>	<ul style="list-style-type: none"> <li>- Continue to develop and update the school website including links to Local Offer and signposted information to support parent/carers</li> </ul>	<p>SLT</p>	

