



South East Cornwall Multi Academy Regional Trust

Saltash Community School

Accessibility Plan

Date	Changes
Oct 24	Policy reviewed by Sara Del Gaudio, Acting Headteacher

Adopted Date: 23rd October
2024

Status: Approved

Review period: 1st October 2025

1. Background

- a. Disability Discrimination Act 1995 (as amended) - the requirement to plan our support for disabled students originally arose from the planning duties at Sections 28D and 28E, which required schools to draw up accessibility plans to improve access to education over time.
- b. Equality Act 2010 - the requirement to plan was replicated in the Equality Act and schools must:
 - improve the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
 - increase the extent to which disabled students can participate in the curriculum;
 - improve the availability of accessible information to students with disabilities.

2. General

- a. The school's admissions policy and criteria have been tested against and are compliant with our Public Sector Equality Duty.
- b. The school's SEND statement has been tested against and is compliant with our Public Sector Equality Duty.

3. Current position

- a. Physical environment - over time the school has made significant adjustments to achieve the movement around the site by those students and staff with physical impairments and has considered the needs of those requiring hearing and sensory support, including:
 - access ramps, platform lifts and passenger lifts in lieu of steps allow full access to all areas;
 - accessible toilet facilities in each main section of the school;
- b. Participation in the curriculum - the school works with students, their parents/carers and specialists to provide the appropriate support to our students and prospective students, including:
 - where their condition prevents students from attending the school, we engage and resource the Children's Hospital Education Service;
 - auxiliary aids have been provided, including hearing enhancement devices, laptops and tablet PCs with supporting apps;

- auxiliary services are provided, including:
 - teaching Assistants, to help students engage in lessons;
 - specialist teaching staff;
 - specialist school staff and external agencies to support students with their mental and emotional wellbeing.
- c. Making information accessible
 - our in-house printing capability can produce large-print versions of learning resources whenever required;
 - coloured overlays, worksheets and work books are used to assist students with reading impairments;
 - laptops and tablet PCs and supporting apps enable students to access materials and adjust the viewing scale to suit their specific needs.

4. Our plans

- a. Physical environment
 - to maintain all existing access enablers for physically impaired students to a high standard to continue to enable access to all areas of the school;
- b. Participation in the curriculum
 - to continue to work with students, their parents/carers and specialists to provide the appropriate support to meet the evolving needs of current students and the specific needs of new students;
 - to continue to provide Teaching Assistants and other people with specialist skills to ensure students participate fully in lessons;
 - to continue to provide staff training, specialist school staff and external agencies to support students with their mental and emotional wellbeing.
- c. Making information accessible
 - to continue to provide an in-house printing service that can quickly produce quality learning materials in a range of formats to meet the perceived current and future needs, and to outsource to specialist organisations where this is not achievable;
 - to continue to provide laptops and tablet PCs and supporting apps to empower students to access information in the scale and format that best suits their needs.