



South East Cornwall Multi Academy Regional Trust

Accessibility Plan

Saltash Community School

Date	Changes
01/12/24	Reviewed for this academic year
01/12/25	Reviewed for this academic year

Adopted Date: 9th December 2024

Current Status: Approved Review

Date: 1st October 2026

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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to establishing equality for all pupils, their parents, staff and all other members of our school communities. It is the responsibility of all school communities to implement this aim in a manner which promotes the inclusive ethos of those school.

With reference to the Equality Act 2010, training and information sharing initiatives will recognise the need to raise awareness on a continuing basis for staff and governors on equality issues, including understanding disability issues.

The trust supports any available partnerships in helping us to develop and implement our school accessibility plans. We will also include other stakeholders as appropriate in this.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, this procedure sets out the process for raising these concerns. However, issues relating to an individual school's Accessibility Plan should be raised with the Headteacher in the first instance.

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.

The plan is designed to identify and eliminate barriers that might prevent students from fully participating in school activities, both academically and socially. The School is 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.

The School Accessibility Plan can be provided in paper form or via an alternative means of communication if required.

We ask that parents/carers contact the school SENDCo for more detail about accessibility for their child if required. Contact details are available on the school website.

Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	The school works with students, their parents/carers and specialists to provide the appropriate differentiated 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;	Increase access to ipads in subject areas	Budget from PP to be reviewed for 25/26	JSP	Completed	
	auxiliary services are provided, including: <ul style="list-style-type: none"> 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, for example, pastoral 	Increase TA's over time	Budget to be reviewed going forward to facilitate an increase of support staff	SDG	July '26	

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	<p>support assistants, DSL and DDSL, TA's and HoYs.</p> <ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability 					
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • access ramps, platform lifts and passenger lifts in lieu of steps allow full access to all areas; • use of suitable safe covering on stairs and highlight yellow on step edges. • clear area, door and emergency signage • accessible toilet facilities in each main section of the school; including additional individual changing facilities for students 	<p>to maintain all existing access enablers for physically impaired students to a high standard</p> <p>to improve the existing toilet facilities</p>	<p>Ongoing maintenance by site and wider Estates Team</p> <p>to reconfigure / rebuild existing toilet areas to provide improved toilet facilities with better access and suitability for all students. To include separate access points.</p>	<p>Site Manager</p> <p>Head of Estates/ Operations Manager</p>	<p>Ongoing</p> <p>Completed</p>	

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	<ul style="list-style-type: none"> external garden area with seating sited next to the SEND department for use by SEND students. extra classroom space allocated to the Area Resource Base to allow an increase in that provision and more space 	To create more open space / covered outdoor opportunities for students	To install 2 x new external covered areas	Head of Estates / Operations Manager	Completed	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> 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 	<p>Continue to resource materials, applications or communication means to support specific needs</p> <p>Provide improved audio communication across the school site to allow information sharing, general instruction and urgent</p>	<p>Resources sought as required through specialist advice or through ongoing research on improvements</p> <p>Tannoy system being installed</p>	<p>SEND/CO/LSA team</p> <p>Operations Manager/Site Manager</p>	<p>Ongoing</p> <p>Completed</p>	<p>All students have access to the information they require to learn</p> <p>SEND students are alerted to urgent situations and directed as needed. Also provided with general instruction as</p>

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	<p>needs.</p> <ul style="list-style-type: none"> • Internal signage • Use of website, Facebook and other communication applications to provide students and parents with relevant information and guidance • Regular 121 communication with parents of children with SEND to update and liaise on support and progress. Similar regular conversations with SEND students. 	<p>communication as required.</p>				<p>part of wider school cohort thus supporting use of regular information sharing tools.</p>

Monitoring arrangements

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher/SENDCo and Governing Body.

It will be approved by the governing board.

Links with other policies

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

- Behaviour Management Policy;
- Curriculum Policies;
- Lock Down Procedures;
- Health & Safety Policy;
- School Improvement Plan;
- Special Educational Needs Policy;
- Teaching and Learning Policy.