



Cape Cornwall School Accessibility Plan

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

In addition to this, Cape Cornwall School is currently the only school in Cornwall that has been awarded the Equalities Kitemark.

Increasing Access for disabled pupils to the school curriculum

- Students with SEND have a right to attend after-schools clubs. The school will try wherever possible to help with transport and supervision.
- Students with SEND have the right to attend revision sessions that are held before and after school. The school will provide transport and additional adult support where/if necessary.
- Students with SEND are invited to join any trips, either curricular or enrichment based. Teaching Assistants will accompany students, if necessary, to safeguard them and ensure an appropriate student/adult ratio.
- Students with SEND are encouraged to choose options in year 9 that suit their aspirations, regardless of what barriers this may present; if there are barriers that hinder a student's progress in a particular subject, it is the school's responsibility to remove these.
- Students with SEND have access to the full curriculum.
- Assemblies, PSHE, and across the curriculum, diversity and equality is promoted and celebrated.
- Students with SEND have positions of responsibility across the school, e.g. ambassadors.

Improving access to the physical environment of the school

- Buildings are adapted to ensure that the majority of areas are physically accessible for people with disabilities.
- Pathways around the setting and parking arrangements are safe, easily accessible and well signed.
- Emergency and evacuation systems are accessible to all (Personal Evacuation Plans are in place for those who need them).
- Calm and low sensory areas are available in the setting.
- Accessible toilets and changing facilities are located appropriately and not used for other purposes e.g. storage.
- Cape Cornwall School has a therapy room, sensory room, and fully adapted hygiene room.

Improving the delivery of written information to disabled pupils

- Students with SEND are assessed at the end of year 9 to establish whether the school needs to make an application to JCQ for support in formal examinations, i.e. through the use of a reader, scribe, extra time, prompt, rest breaks or modified papers.
- The school encourages students to use voice-activated software, such as Dragon and text-reader. Dragon Naturally Speaking is installed on all computers and we have invested in a whole-school license
- Visual and dyslexia friendly teaching and learning is encouraged throughout the school (the school is currently working towards the Inclusive, Dyslexia Friendly School Kite mark).
- Handouts and/or powerpoints are produced for identified learners so that processes such as copying from the board can be avoided.
- Phone calls and texting is used for parents who prefer to communicate that way; similarly, many parents and teachers use emails as a preferred method of communication.
- Timetables are visually personalised for those who prefer or need it.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

click here to [download the Accessibility Plan in full](#)