

The Cornwall Independent School

ACCESSIBILITY PLAN 2025-2028

This document which applies to the whole school, including the Early Years Foundation Stage (EYFS), is available on request, from the School Office, and can be made available in large print or other accessible format if required, from the School Office.

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.

Scope: This Accessibility Plan is a live document that is sensitive to our working practices and is subject to change according to the needs of The Cornwall Independent School (TCIS). All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this Accessibility Plan and its procedures both within and outside of normal school hours, including activities away from school. All employees and volunteers are required to state that they have read, understood and will abide by this Accessibility Plan and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: [Complies with Part 1\(2\)\(d\)\(ii\) The Quality of Education Provided \(curriculum\) of The Education \(Independent School Standards\) \(England\) Regulations](#) currently in force which encourages respect for other people, paying particular regard to the protected characteristics set currently in force and other statutory and best practice documentation cited in this document. This Accessibility Plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [United Nations Convention on the Rights of the Child](#);
- [United Nations Convention on the Rights of Persons with Disabilities](#);
- [Human Rights Act 1998](#);
- [The Special Educational Needs and Disability Regulations 2014](#);
- [Education and Inspections Act 2006](#);
- [Equality Act 2010](#) (Schedule 10 which defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities');
- [The Education Act 1996](#);
- [The Children and Families Act 2014](#);
- [The Equality Act 2010 \(Specific Duties and Public Authorities\) Regulations 2017](#);
- [DfE 'The Equality Act 2010 and schools'](#) and
- [DfE 'Special educational needs and disability code of practice: 0 to 25 years'](#).

Monitoring, Review and Adaptation: The text of this Accessibility Plan is **necessary** and proportionate to meet the needs of The Cornwall Independent School, supporting those who work with our pupils, **making clearer** the responsibilities of school staff, volunteers, proprietor and the Governance Advisory Board. These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Governance Advisory Board is committed to regularly reviewing and updating our policies to ensure they remain relevant and effective in supporting our school's mission and values, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

The Accessibility Plan Owner is Miss Louise Adams, supported by the Education and Compliance Officer.

Reviewed: September 2026

Next Review: September 2027 (or sooner, to reflect any material change in statutory or best practice requirements).



Miss Louise Adams – Headteacher

The Cornwall Independent School (UK) Ltd is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- EYFS Policy;
- Special Educational Needs and Disabilities (SEND) Policy;
- Equality, Equity, Diversity and Inclusion (Single Equalities Policy);
- Admissions Policy;
- Behaviour and Discipline Policy;
- Children With Special Medical Needs Policy;
- Administering Medication Policy;
- Anti-bullying Policy;
- Curriculum Policy;
- Health and Safety Policy;
- School Development Plan and Improvement Plan
- Data Protection Policy.
- School Prospectus;
- Single Equalities Policy;
- Health and Safety Policy;
- Behaviour and Discipline Policy;
- Risk Assessment and Student Access to Risky Areas Policy;
- Positive Mental Health and wellbeing Policy;
- Emergency Evacuation Procedures and
- Reasonable Adjustments Policy.

All personal information provided to the school regarding a pupil or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the Data Protection Act (2018).

Definitions: In line with the Equality Act 2010, "indirect discrimination" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics;
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without and
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership. A person is defined as having a "**disability**" if they have 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.

Introductory statement: The Cornwall Independent School (TCIS) is an independent day school for pupils aged 4-16. We are committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The Cornwall Independent School is:

- where we promote an enduring love of learning;
- where each child is respected as an individual;
- where we engender a clear appreciation of the traditional ethical precepts;
- where children feel safe and unconditionally valued;
- where excellence is identified and where each child may extend themselves;
- where staff are our most cherished resource;
- where pupils engage with technology as a means of extending systematic enquiry and
- where there is a partnership between staff, pupils, parents and the Governance Advisory Board.

Our school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils can enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

Roles and responsibilities: The Governance Advisory Board will be responsible for:

- ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this plan;
- approving this Accessibility Plan before they are implemented and
- monitoring this Accessibility Plan.

The **headteacher** will be responsible for:

- creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Governance Advisory Board and in line with the school's legal obligations and the principles outlined in this Accessibility Plan;
- ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary;
- establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of;
- consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise and
- working closely with the Governance Advisory Board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Special Educational Needs Coordinator (**SENDCO**) will be responsible for:

- working closely with the headteacher and Governance Advisory Board to ensure that pupils with SEND are appropriately supported and
- ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members and Governance Advisory Board will be responsible for:

- acting in accordance with this Accessibility Plan at all times;
- supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice and
- ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and Governance Advisory Board will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

It has been drawn up in consultation with the Governance Advisory Board and covers the period up until and including April 2028. We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school and this includes improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Pupil Equality, Equity, Diversity and Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Single Equalities Policy (inclusive of pupil equality, diversity and inclusion) and the ways in which The Cornwall Independent School ensures its practices and environment are accessible and inclusive for staff.

Therefore, our three-year Accessibility Plan is for:

- increasing the extent to which disabled pupils can participate in the school's curriculum and
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by The Cornwall Independent School.

Background: The Equality Act 2010 places a duty on all of us to have due regard to:

- promotion of equality of opportunity between disabled persons and others;
- elimination of discrimination and elimination of harassment of disabled persons that is related to their disabilities;
- promotion of positive attitudes towards disabled persons;
- encouragement of participation by disabled persons;
- taking account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others and
- not to treat disabled pupils less favourably.

The Cornwall Independent School wishes to ensure that any disabled pupils have as full a range of options, as is reasonably possible, open to them in both the curricular and co-curricular life of our school. We expect them to participate and achieve in all aspects of school life. The Cornwall Independent School aims to identify and where possible remove barriers to disabled pupils' learning and inclusion, setting suitable challenges, responding to pupils' needs, and increasing access. We also wish to ensure that we can appoint the best candidate for any vacancy regardless of disability.

Existing pupils: The school recognises that medical and psychological conditions can develop in existing pupils which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the pupil to access their education, whilst also considering that longer term requirements may be determined.

The school will take all reasonable steps to ensure that a pupil who becomes disabled during their career at the school has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.

The Cornwall Independent School is committed to making reasonable adjustments to allow pupils with disabilities to access educational provision at the school. The Cornwall Independent School. Pupils are required to use stairs for routine access and emergency evacuation purposes. It is acknowledged that there may be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Early Years Foundation Stage Reception Class: The Cornwall Independent School is committed to ensuring that its reception provision is fully accessible to all children, including those with disabilities or special educational needs. This commitment is grounded in two intersecting legal frameworks: the Early Years Foundation Stage Statutory Framework and the Equality Act 2010.

The Cornwall Independent School is committed to ensuring that its reception provision is accessible to all pupils. The Cornwall Independent School will make reasonable adjustments to:

- curriculum;
- classroom;
- timetabling;
- access to school facilities;
- school sports;
- breaks and lunchtimes;
- the serving of school meals;
- assessment and examination arrangements;
- school discipline and sanctions;
- exclusion procedures;
- school clubs, educational visits and other activities and
- preparation of pupils for the next phase of education.

The Cornwall Independent School will take reasonable steps to ensure that lessons are organised in ways that offer the best possible opportunities for full participation for pupils with disabilities and learning difficulties. The Special Educational Needs Coordinator (SENDCO) is the designated members of staff with whom disabled pupils and their parents may discuss the specific requirement of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. The SENDCO will also enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.

Learning difficulties: The Cornwall Independent School uses its best endeavours to identify and support pupils with special educational needs & Disabilities (SEND). We employ a proactive approach to identification, including screening for dyslexia, ongoing teacher assessment, and the graduated approach of Assess, Plan, Do, Review as set out in the SEND Code of Practice. We have a dyslexia policy and PowerPoint especially written for The Cornwall Independent School.

Cognition and Learning: This could include global developmental delay, specific learning difficulties such as dyslexia or dyscalculia, or other conditions affecting a child's ability to process, retain and apply information.

The Cornwall Independent School will ensure that the reception curriculum is delivered flexibly and accessibly, using a range of approaches suited to different learning styles and developmental stages. Play-based and multi-sensory learning opportunities will be planned and resourced so that children with cognition and learning needs can access the same areas of learning as their peers, with appropriate differentiation and adult support.

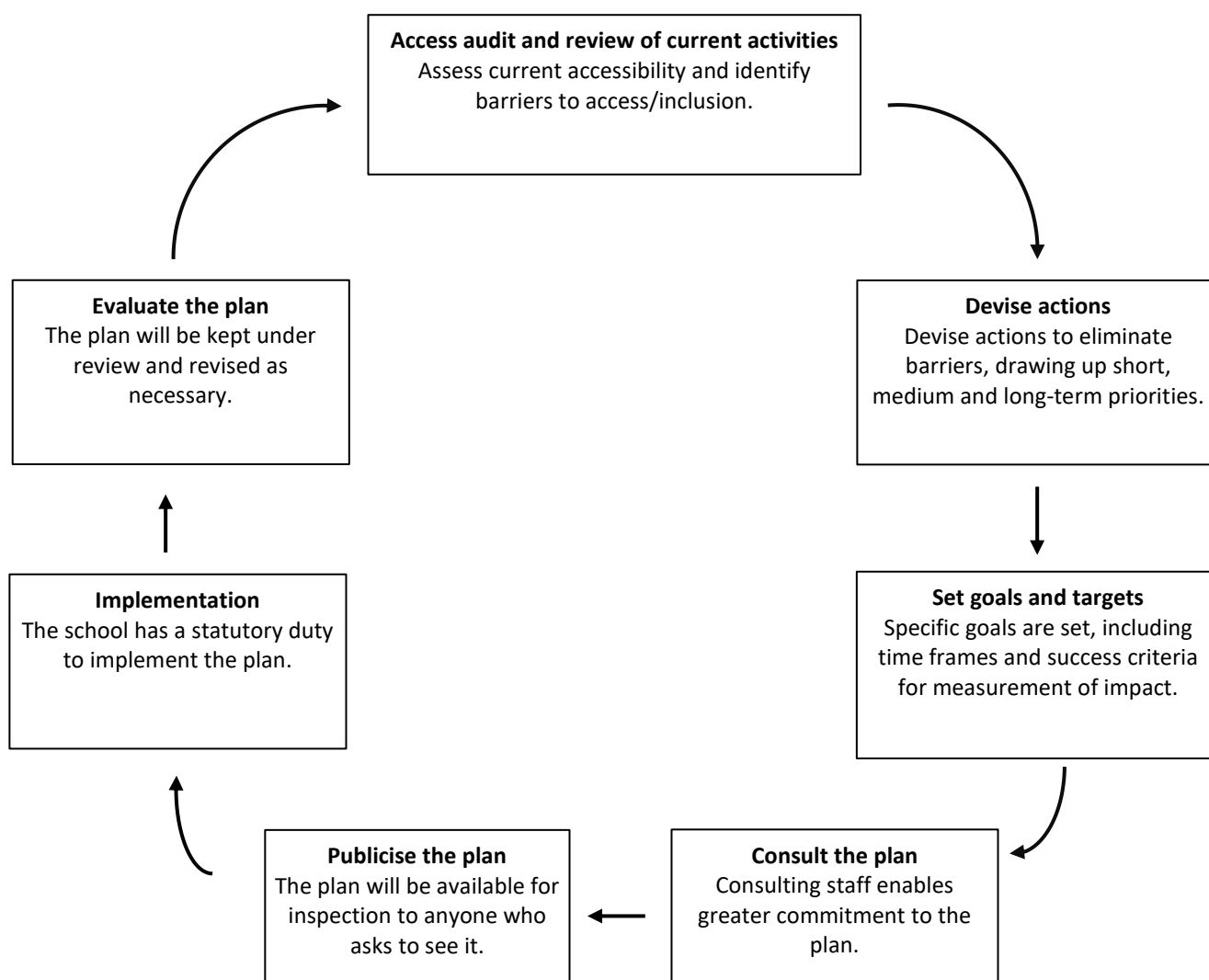
Existing staff members (please also refer to the Single Equalities Policy): Existing staff members are encouraged to disclose to the school, in confidence, any medical condition, health problem or disability that may affect their work, so that the school can consider and implement reasonable adjustments. Where appropriate, the Headteacher shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The Cornwall Independent school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

Prospective staff members: The school welcomes applications from people with disabilities. In line with section 60 of the Equality Act 2010, the school will not ask about health or disability before making an offer of employment, except where permitted by law (for example, to establish whether reasonable adjustments are needed for the recruitment process itself). Once a conditional offer has been made, prospective staff members are encouraged to disclose any disabilities so that the school can discuss and implement reasonable adjustments to support them in their role.

Summary of Current Provision: The Cornwall Independent School physical layout has grown since the school was founded and there are no lifts. There are fixed classrooms for each subject in the secondary phase. This requires pupils to move from classroom to classroom, often upstairs in building without lifts. The Plan will be monitored by the Headteacher and Senior Leadership Team (SLT). There will be a full review of the Plan on an annual basis during the lifetime of the Plan (i.e. three years). The Plan will be renewed on a three-yearly cycle.

Developing Our Accessibility Plan

The Cornwall Independent School develops its accessibility plan in the following way:



Our Accessibility Plan Content: Our three-year plan (with timescales) includes how we plan to:

- increase the extent to which disabled pupils (including those with special educational needs) can participate in The Cornwall Independent School curriculum;
- improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled and
- improve the physical environment of The Cornwall Independent School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

The Equality Act 2010 defines disability as a *‘physical or mental impairment which has substantial and long-term adverse impact on a person’s ability to carry out normal everyday activities’*. This has some overlap with the definition of ‘special educational needs’ in the Children and Families Act 2014, which includes any pupil with *‘significantly greater difficulty in learning than the majority of children of his/her age’* or *‘a disability which means that a student cannot make full use of the general educational facilities’* provided for pupils of their age in mainstream schools. Not all pupils are disabled by their SEND and vice versa. For the purpose of the disability access plan, ‘disabled pupils’ refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of ‘disability’. We do not treat disabled pupils less favourably; we also take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty) in matters of admission and education.

In producing this plan, the following Senior Leaders have had input into the development of the plan:

- Headteacher and
- Deputy Headteacher.

Pupils at The Cornwall Independent School are not discriminated against, regard being paid to the protected characteristics set out in the Equality Act 2010 and to their cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability. The Cornwall Independent School embraces diversity and exhibits tolerance. All Equality Objectives are seeking to protect pupils identified by the **Nine Protected Characteristics (NPC)**: Race; Disability; Sex; Age; Religion or Belief; Sexual Orientation; Gender re-assignment; Pregnancy and Maternity and pupils who are linked by association.

The Cornwall Independent School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The Cornwall Independent School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Physical and Sensory Needs: Where a child has a known physical or sensory need prior to entry, the Headteacher will meet with the child's parents before or shortly after admission to agree the adjustments and provisions required. This may include adaptations to the physical environment, the procurement of specialist equipment, modifications to how learning activities are presented or recorded, and arrangements to ensure the child can participate safely and fully in all aspects of the school day including outdoor learning, PE, and school trips. The teachers and SENDCO will work together to ensure that any agreed provisions are consistently implemented and reviewed regularly as part of the Assess, Plan, Do, Review cycle.

The Accessibility Plan contains relevant and timely actions to:

- increase access to the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are the able-bodied pupils;
- cover teaching and learning and the wider curriculum of The Cornwall Independent School, such as leisure and cultural activities or school visits;
- include the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain access to the physical environment of The Cornwall Independent School, adding specialist facilities as necessary
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples include: hand-outs, timetables, textbooks and information about the school and school events and
- ensure the information is made available in various preferred formats within a reasonable timeframe.

It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by The Cornwall Independent School prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the on-going period. Equality Impact Assessments will be undertaken as and when school policies are reviewed.

Admissions Policy: The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community. Information will be obtained on future pupils to facilitate advanced planning. Prospective parents of pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

Welcoming and Preparing for Pupils with Disabilities: Where the Cornwall Independent School agrees to provide additional services or put in place reasonable adjustments, these are charged to the parent. Details of any such additional costs would be fully assessed and agreed in writing beforehand between the parent and the school.

Reasonable adjustments can be made to ensure that any pupil with disabilities is provided with appropriate assistance to eat, go to the bathroom, and take part in lessons and activities in a manner which promotes dignity and choice.

Equal opportunities: The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Disabled Pupils: The Cornwall Independent School will make reasonable adjustments to ensure that disabled pupils or prospective pupils are not placed at a disadvantage in comparison with non-disabled pupils. On the direction of the SENDCO the following adaptations are examples of what may be considered for the purposes of facilitating access, if they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter; providing assistance during assessment;
- reader;
- scribe;
- use of assistive software;
- using assistive technology;
- use of coloured overlays, low vision aids;
- use of a different assessment location and
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in situations. The learner may not need, nor be allowed, the same adjustment for all assessments. Externally commissioned reports are accepted only in exceptional circumstances, after discussion with the SENDCO and in accordance with the Assessment Process Policy.

Provision: The accessibility programme includes:

- the provision of quality first teaching and Learning Support interventions for pupils where this has been identified. (See *SEND Policy*);
- an acceptance of the need to make adjustments to the teaching provision for pupils who have visual disabilities. Provision is met primarily by ensuring the pupil is seated in the best position in the classroom. The provision of printed sheets on appropriately coloured paper for notes, the use of the internet/projectors as a resource, are examples of adjustments of teaching methods;
- an acceptance of the need to make adjustments for the teaching of those who have aural disabilities;
- the development of an adjusted games and activities programme for individuals if necessary;
- the encouragement of positive attitudes to disability through the curriculum, especially the PSHEE programme;
- the opening up of as many areas of the school as possible to those with physical disabilities and
- our three-year accessibility plan, which aims to accommodate a wide range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame.

Physical environment: The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are areas of the school which are inaccessible for wheelchair users and alternative arrangements would be put into place.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Curriculum: The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The subject coordinator for each subject and the SENDCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'an individual support plan.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum

Sports activities: The government sport strategy "*Sporting Future: A New Strategy for an Active Nation*", published by the Department of Culture, Media and Sport in December 2015, and the more recent paper published in 2020 by the Centre for Disease Control and Prevention's School and Youth Programme: "*Active People, Healthy Nation*" place a particular emphasis on helping inactive people to become more active.

Achieving this goal will include helping pupils with disabilities to become more active, including through new approaches to local delivery. The strategy also includes various measures aimed at ensuring people with disabilities are properly represented among sport volunteers, coaches, the wider workforce and leadership. The Cornwall Independent School will work with staff and outside suppliers to offer the widest possible range of sports and physical activities using our existing facilities.

Special Educational Needs & Disabilities (SEND): The duties on Special Educational Needs (SEND) and disability provision apply equally to schools of all types and we will ensure that we comply with our legal requirements and guidance provided including:

- guidance to schools on their obligations under the Equality Act to complement the technical guidance published by the Equality and Human Rights Commission (EHRC);
- [the SEN & Disability Code of Practice Sept 2024](#) – statutory guidance integrating SEN and disability frameworks (last updated Sept 2024) and
- [statutory guidance on supporting pupils with medical conditions](#) updated August 2017.

Disabled Staff: In all staff appointments the best candidate will be appointed based on strict professional criteria. The Cornwall Independent School will make reasonable adjustments to ensure that disabled staff or prospective staff are not placed at a disadvantage in comparison with non-disabled staff. This includes an acceptance of the need to make reasonable adjustments to accessibility and physical layout of classrooms as well as reasonable improvements for visual, auditory or other impairments. Staff duties may also be adjusted, if possible, to meet the needs of the individual.

Mental Health and Wellbeing: The Cornwall Independent School will ensure that pupils with a diagnosed mental health condition have a risk assessment and care plan in place that supports full access to all aspects of school life. The school recognises that sensory processing differences and challenges with emotional regulation can significantly affect a young child's ability to access learning and participate fully in the school day. Where a child has identified sensory needs, a sensory profile or individual support plan will be developed in collaboration with parents and, where relevant, with occupational therapy or other specialist input.

We will ensure that accessibility to school life for pupils with diagnosed mental health conditions is on-going through a regular review of risk assessments and care plans, ongoing training for staff and adherence to our health and wellbeing model (see Appendix 2).

Protected Characteristics: The Cornwall Independent School is fully committed to supporting all pupils with identified protected characteristics, as outlined in the 2010 Equality Act, in accessing all aspects of school life. We will ensure that the learning environment and physical plant is accessible to all pupils with protected characteristics through a regular review of the relevant care plans and risk assessments.

Appendix 1 – Reasonable Adjustment

Legal Status:

- Special Educational Needs and Disability Act (SENDA) and
- Equality Act (2010) and The Public Sector Equality Duty (2023)

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours.
- All staff (teaching and non-teaching), the Advisory Board and volunteers working in the school.

Introduction: In accordance with the Equality Act 2010, The Cornwall Independent School must take steps to make reasonable adjustments for pupils and applicants with disabilities so that they are not put at a substantial disadvantage when compared with pupils and applicants who are not disabled.

The Cornwall Independent School therefore seeks to cater for each situation on its individual merits. This appendix is a general statement of our **Accessibility Plan**, which sets out the principles underlying our approach to making adjustments for pupils and applicants with disabilities and the factors The Cornwall Independent School will take into account when considering requests for reasonable adjustments.

When does the duty arise? A student or applicant is disabled if they suffer from a *'physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal daily activities'* (Equalities Act 2010). In most cases, disabilities will have lasted or be likely to last for 12 months or more.

What is the scope of the duty? The Cornwall Independent School seeks to ensure that pupils with disabilities and applicants are not put at a substantial disadvantage, by making reasonable adjustments:

- to our policies and practices (i.e. the way we do things) and
- by providing auxiliary aids and services (i.e. additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- equipment;
- additional learning support assistance;
- note-taking;
- induction loops;

- audio-visual fire alarms;
- readers and
- assistance with guiding.

What is not covered? We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for pupils with disabilities. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the school.

How are requested adjustments made? The Cornwall Independent School considers whether there is any adjustment it could make to overcome any substantial disadvantage suffered by an applicant or student with disabilities. However, we do not always think of all possible adjustments, and we want to work with parents to think as creatively as possible about this matter.

If the child has a disability and you believe that they are being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that could be made which would overcome this, the parents may write to the Headteacher, setting out in full the adjustment and (if necessary) how the school could put this into practice.

The school's response: In some cases, The Cornwall Independent School will be able to agree to and implement the requested adjustment as soon as possible. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, The Cornwall Independent School may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

How will the school decide whether an adjustment is reasonable? When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether making the adjustment would overcome the substantial disadvantage the child is experiencing;
- the practicability of the adjustment;
- the effect of the disability on the student;
- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards and
- the interests of other pupils (and potential pupils).

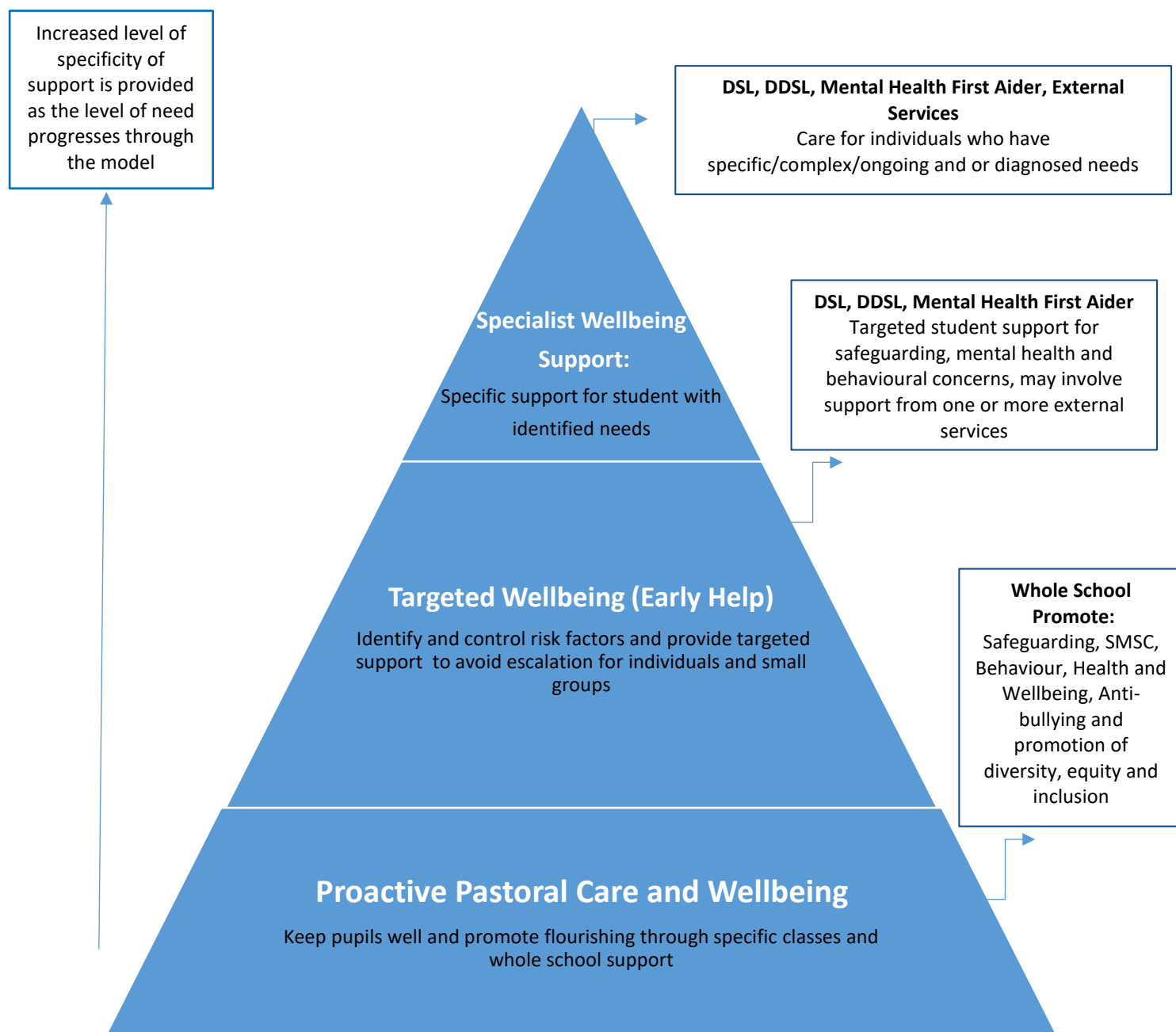
Confidentiality; The parent (or the child if the school believes they are 'Gillick Competent' and have sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

Outcome: Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

What can you do if you are not happy with the school's decision If the parents are not happy with the school's decision about the reasonableness of the adjustment, they may lodge a complaint using The Cornwall Independent School Complaints Procedure



Appendix 2: The Cornwall Independent School Health and Wellbeing Model



Three-Year Accessibility Plan 2025-2028: Our three-year accessibility plan, which aims to accommodate a wider range of pupils with disabilities, ensuring equal opportunity, details targets, strategies and outcomes within a clearly defined three-year time frame. Many of these targets, once met, will become annual provisions.

Accessibility Plan: The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

It will be presented as a **freestanding document** and is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- to organization who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be **2028**. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the Local Authority in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the Advisory board and SENDCO **annually**.

Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Establish a comprehensive picture of the school's current accessibility.	Complete updated full-site accessibility audit.	SLT	July 2026	Completed audit – on-going revisions as required.

Protected Characteristics				
Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
All staff ensure that all pupils with protected characteristics are supported within the school: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.	SLT and SENDCO to ensure information is available and communicated to relevant staff regarding pupils with protected characteristics. Training is available to all staff to ensure up-to-date methods of support are being utilised.	SLT	May 2025 and ongoing	All staff are aware of pupils with protected characteristics and trained to deal with their needs.

Protected Characteristics				
Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Pupils with protected characteristics enjoy the same school experience, including access to trips and events	Liaison with parents to formulate action plans. Risk assessments carried out for the activity. Monitor provision for pupils with disabilities on all residential visits including day, week or overseas trips.	Headteacher JC	Ongoing	All pupils enjoy the same school experience.
Ensure access for pupils with protected characteristics and short-term mobility issues.	Ensure access to the ground floor facilities for all pupils with protected characteristics and ensure adjustments made are reasonable and timely. Establish Risk Assessment for pupils who develop a mobility issue to identify any issues with accessing school buildings and fire and evacuation arrangements.	SLT LA	When needed.	Ground floor fully accessible. Risk assessments established.

SEND				
Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Ensure that pupils' needs are met through Learning Support arrangements.	SLT and SENDCO to review the provision and allocate the Learning Support so it is used effectively to enable all pupils to make progress.	SLT	Ongoing	Provision reviewed and plan in place for September 2025.
Ensure effective SEND Provision is in place for pupils with additional needs.	Review current SEND Provision within the school. Ensure individual plans reflect the needs of pupils with SEND and are reviewed on a half-termly basis.	SENDCO	Ongoing	Report produced with established strengths and areas for development. Individual plans in place for pupils with SEND.
Develop staff CPD programme to ensure all staff are able to identify and teach pupils with SEN.	Create a training programme to support staff with teaching and learning for SEND pupils, including those with mental health issues.	SENDCO Headteacher	Ongoing	Staff have confidence in identifying and teaching pupils with SEND.
Ensure that pupils with learning difficulties (e.g. dyspraxia, dyslexia) receive appropriate access arrangements.	SENDCO to review procedures and ensure appropriate action is implemented. Exam board requirements reviewed annually to ensure pupils who require additional time receive this.	SENDCO Headteacher Exams Officer	Ongoing	Pupils receive extra time as appropriate to each student's need.

Welfare, Health and Safety of Pupils				
Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
To provide opportunity for pupils to develop their mental wellbeing.	Renovate 'spiritual space' outside, for pupils to use as a quiet place for reflection.	Headteacher	September 2026	Pupils will have increased opportunity for engaging spiritually. Pupils engage with the spiritual space in a calm and purposeful manner, thereby developing their mental wellbeing.
	Pupils take part in a Pass mental health assessment by GL assessments		Annually	
Ensure effective provision for health care and medication provision.	Review/Update medical procedures. Review of Administration of Medication Procedures. Full review and audit of medical resources.	JC CH	Ongoing	Effective procedures in place. Medical audit completed with next steps established.
Ensure the school can protect and support pupils with allergies as practicably as possible.	To review procedures on allergy management within the school. Update staff training and emergency procedures. Establish Risk Assessments for pupils with severe allergies.	JC	Ongoing	Staff confidence increased and procedures understood by all. Pupils with allergens risk assessment completed and updated regularly. Members of staff have received allergen training
Health and Safety training for all staff as part of initial induction or as required.	Set of training programmes through providers. All staff to complete online or site-based training in Health and Safety, including Fire-safety.	Headteacher	Ongoing	All staff will receive set package of H&S training which will equip them for working with pupils successfully.
Ensure medical information for specified children is clearly disseminated to required staff for school or off-site activities.	Review how medical info is initially sought/received and coordinated and who is in charge of keeping track. Information on specific pupils, including nut allergy sufferers, asthmatics and diabetes to be disseminated. Liaison with parents to formulate action plans. Risk assessments carried out for the activity.	Headteacher TR JC	Ongoing	Staff will be fully aware of the medical needs of each pupil and will feel confident to care for their needs.

Quality of Education Provided				
Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
All EAL pupils receive additional support.	Review provision for English as an Additional Language (EAL), identifying areas for development and appropriate next steps.	SENDCO	Ongoing	All pupils have appropriate resources and support to allow full access to and engagement in the curriculum.
Ensure all pupils with learning difficulties are identified and that all pupils have the opportunity to fulfil their potential.	CAT4 to be completed annually, to help identify any learning difficulties and areas of focus. SENDCO to monitor procedures and adjust as necessary. GL Assessments for reading and spelling will also be completed each term to identify learning difficulties. English, maths and science assessments conduct at the end of each school year	SENDCO Headteacher	Yearly and termly	Established clear screening methods for all pupils. Tracking of pupil progress to identify any area of concern.

Staff Training				
Equality Objective	Action	Lead	Intended Completion Date	Success Criteria
Ensure all staff have up-to-date training on how to identify and support pupils with SEND.	Mental Health and Wellbeing	JC & CH-Mental Health Leads	Ongoing	Staff have confidence in identifying and supporting pupils with mental health issues.
	Behaviour Management	Headteacher JC	Ongoing	Staff have confidence in managing pupils' behaviour. Low-level behaviour incidences are rare.
	Dyslexia/ Dyscalculia	SENDCO Headteacher	Ongoing	Staff have confidence in identifying and supporting pupils with Dyslexia or Dyscalculia.
	ADHD/ ASD	SENDCO Headteacher	Ongoing	Staff have confidence in supporting pupils with ADHD/ ASD
	Moderate Learning Difficulties	SENDCO Headteacher	Ongoing	Staff have confidence in teaching pupils with moderate learning difficulties.