



**Camborne Science
& International Academy**

Part of Athena Learning Trust

Camborne Science and International Academy Accessibility Plan

Version: 1.0



Approved by: Trustees

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Statement of intent

This plan outlines how Camborne Science and International Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Principal (with the support of the member/s of staff with delegated responsibility) will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of (and liaise with the SENCo, where required).
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- 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 will be responsible for:

- Acting in accordance with this 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.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. Monitoring and review

This plan will be reviewed on an annual basis by the SENCo

Any changes to this plan will be communicated to all staff members and relevant stakeholders.

4. The Accessibility Audit

The trust will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- Access to the physical environment – the trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the trust will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Ensuring consistency for individual pupils to address knowledge gaps to ensure that the curriculum is accessible	Lesson visits to observe students on the RoN.	Principal, SLT, SENCO	Autumn Term 2025 and Spring 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum and this is given as feedback to Heads of Department for curriculum review in Summer 2025.	Summer 2026

	Ensuring consistency for staff members to ensure all staff have the skills to support pupils with SEND	INSET provided to staff members by the SENco (both teaching and pastoral)	Principal, LEARN lead external advisors, SENCO	Deep Learning Days in Autumn 2025 and Spring 2026	Staff members have developed their skillset and knowledge of 'the science of learning' to support pupils with SEND.	Summer 2026
Medium term	Individual pupil need requires increased visibility; teaching and pastoral staff need to fully understand each pupil's SEN/Disability/Medical needs.	Needs of pupils with SEND are communicated with staff and regularly reviewed and updated as part of a Graduated Response.	Teachers, SENCO, Medical Lead, Pastoral staff DSL/Safeguarding lead	Spring 2025	Pupil needs are regularly reviewed, updated and stored on the system. Staff have access to this information and are informed of updates.	Autumn 2026

Long term	There is an attainment gap between pupils with SEND and pupils who do not have SEND	Review and update systems to provide greater access to the curriculum and, where required, provide technology and other adjustments for pupils with SEND	Principal, ICT manager, SENCO, Exams team.	Autumn 2026	Pupils with SEND can access lessons and achieve highly in their examinations.	Spring 2027
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Aspects of the school's physical environment are not fully accessible	Audit of physical environment	Site Manager	Spring 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2026
Medium term	Learning environment of pupils with physical needs and/or a wheelchair user is not fully accessible	Audit of physical environment and 'route planning'.	Site Manager and SENco	Spring/Summer 2026	Learning environment is accessible to pupils with physical needs and there are clearly identified routes for those using a wheelchair/mobility aid.	Autumn 2026

	Not all toilets are fully accessible	Develop all remaining toilets to the 'open' format.	Site Manager	Summer 2026	Access to toilets is increased and students feel confident to access the toilet in school.	Autumn 2026
Long term	Children with physical disabilities cannot access all areas of the school and individual buildings	Construction work undertaken including the lifts around the school.	Site Manager / building contractors	Summer 2026	School buildings are fully accessible	Ongoing

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Parents report that it can be difficult to know where school information is located and accessible	Design of the new school website and review of accessibility	Vice Principal, ICT manager	Spring 2026	School is aware of accessibility gaps to its information delivery procedures and information is easy to locate and access	Summer 2026

Medium term	Written information is not consistently accessible to pupils with sensory impairments (e.g. visual impairments)	Provide written information in alternative formats for pupils (including enlarged font or braille).	SENCO, ICT manager, TA team	Spring 2026	Written information is fully accessible to children with sensory impairments (including visual impairments)	Summer 2026
Long term	Students with additional needs report that the online platforms for school information can be difficult to navigate.	Audit of platforms for homework and information sharing (e.g Sparx, School Streaks, Bromcom MCAS)	Homework lead	Summer 2026	Platforms are fully accessible and pupils with SEND are able to engage in all aspects of home learning and gaining school information.	Autumn 2026

