



## Liskeard School & Community College

# Accessibility Plan

Date	Changes
11/10/2024	Drafting commenced
06/02/2025	Amendments and review finalised

Adopted Date: 06/02/2025  
Current Status: Live - Current  
Review Date: 03/01/2028

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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

Liskeard School & Community College treats 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. Liskeard School & Community College undertakes its responsibility to implement these aims in a manner which promotes the inclusive ethos of the school. *We aspire to academic excellence with inclusivity for all and offer students the opportunity to practice the daily habits and routines that they need to ensure that they learn effectively, knowing and remembering more over time. We believe in supporting each individual to excel.* Further details on our values and ethos can be found [here](#).

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 Liskeard School & Community College 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 SENCO 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
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Curriculum						
Maintain full access to the curriculum for pupils with a disability	Provide a full and varied curriculum to meet the needs and interests of the whole student body, including those with hidden and/or visible disabilities.	Continue to maintain full access to the curriculum for pupils with a disability	Ensure ongoing staff currency with student individual needs. Ensure liaison with therapists to meet OT/SALT needs	Headteacher and SENCO	Ongoing	Barriers to learning and accessing the curriculum are removed so that disabled students have a level playing field.
		Develop further links to external agencies	Links to schools, community projects, music, agencies	Headteacher and SENCO	Termly	
		Enable student accessibility to trips/residential	Trips to be planned to enable full participations	SENCO, Educational Visits Coordinator and Visit Leaders		
		Access support from County Services (Cognition and Learning Team, Vision / Hearing Support) as and	Refer as and when required	SENCO	As and when required	
		Keep up to date with providing the latest advice and equipment				

	<p>when required.</p> <p>Read &amp; Write programme purchased</p> <p>Provide a sensory room in the ARC and other specialist equipment (eg: swing) which mainstream students have access to on a needs basis.</p> <p>Providing appropriate reasonable adjustments for pupils as required to allow full curriculum access.</p>	<p>Reduce literacy barriers to learning in the classroom.</p> <p>Replace equipment as and when needed. Keep up to date with the latest developments in sensory equipment</p>	<p>Train students how to use the programme</p> <p>Annual audit</p>	<p>SENCO</p> <p>SENCO</p>	<p>Purchase licenses annually</p> <p>Annual audit</p>	
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## Physical Environment

<p>Improve and maintain access to the physical environment</p>	<p>Lifts and slopes allow good access through most areas of the school. All student / staff / public access upstairs levels are accessible</p> <p>At least two accessible toilets in each of the main blocks.</p> <p>Most external doors are either double doors or are wheelchair friendly width single doors.</p>	<p><b>Short-term:</b></p> <p>Continued and coordinated efforts to maintain current accessibility levels including repairs and maintenance where required to minimise the likelihood of</p> <p><b>Medium-term:</b></p> <p>Eliminate the need for the use of</p>	<p>Ensure maintenance schedules are planned and carried out at the required frequency</p> <p>Continue to carry out regular site walks and identify issues.</p> <p>Take and act on feedback in a timely manner.</p> <p>Engage with parents</p>	<p>Premises Manager and Trust Head of Estates</p> <p>Premises Manager and Trust Head of Estates</p> <p>Headteacher,</p>	<p>Short-term: Ongoing continuously</p> <p>Medium-term: Intent to complete by 2026/27 academic year</p>	<p>All public / staff / student access areas accessible and no detours are required from the routes of those without specific access requirements.</p> <p>Multiple accessible toilets that are designed with the end user in mind and work</p>
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	<p>We operate a clutter free classroom and communal space process to reduce distraction and improve safety around the site.</p> <p>Two Accessible parking bays close to the front of the building by Reception for use by staff, parents and other visitors / contractors.</p>	<p>outdoor sections to provide accessible routes within the same building.</p> <p>Increase the number of accessible toilet facilities across the site.</p> <p>Increase the number of gender-neutral and fully self-contained toilets across our site.</p> <p>Increase the number of accessible parking bays available.</p> <p><b>Long-term:</b></p> <p>Ensure all those on site with accessibility requirements can utilise the same routes as those who do not have accessibility requirements.</p> <p>Introduce changing places space within the SEND and ARC</p>	<p>and carers on a regular basis and use their feedback to support the development of strategic, tactical, and operational priorities.</p> <p>Work with the Trust Senior Team to support them in making TSS accessible as part of good practice.</p> <p>Audit all accessible facilities and seek feedback from users as to whether they truly meet their needs and how we could improve their experience.</p>	<p>SENCO and SEND teams including the ARC staff</p> <p>Premises Manager and Trust Head of Estates</p> <p>Premises Manager and Operations Manager</p>	<p>Long-term: Aim to complete by Summer 2030</p>	<p>for the end user in each block of the school.</p> <p>Initially an increase in availability of gender-neutral and self-contained toilet spaces and an eventual move to exclusively gender-neutral, self-contained toilet provision.</p>
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		<p>block</p> <p>Although not a student-access area, SMART Trust's Trust Shared Services. TSS, is on our site on the first floor of a piece of the building not used by the school and is only accessible via stairs.</p> <p>Maths is taught in a stand-alone block adjacent to both the main blocks. Accessible toilet facilities here could be improved.</p> <p>Ensure there are accessible parking bays near the accessible entrances of each of the three main carparks.</p>				
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**Delivery of Information**

<p>Maintain high quality delivery of information to pupils with a disability</p>	<p>School website compliant Provision of information in a wide variety of formats (email; hard copies etc)</p> <p>Whiteboard background colours adapted to meet the needs of students with vision / dyslexia issues.</p> <p>Read &amp; Write programme purchased to reduce literacy barriers to learning in the classroom.</p> <p>Teachers wear radio aids as and when individual students need them.</p> <p>Access support from County Services (Cognition and Learning Team, Vision / Hearing Support) as and when</p>	<p>Ensure all parents/carers can access information</p> <p>Ensure all students can access teaching resources</p>	<p>Website posting of key information</p> <p>Email/text to parents/carers</p> <p>Postage of hard copy material where internet access limited</p> <p>Liaison with third parties for parents/carers who needs information in alternate formats (i.e. translations or braille)</p> <p>Additional CIS resources allocated to students where identified.</p> <p>Liaison with third parties where additional specialist resources are required</p>	<p>SMART Web and Publicity Officer, Operations Manager, IT Services Manager, Headteacher</p> <p>SENCO</p>	<p>Termly</p> <p>Daily learning walks</p>	<p>Maintain school website compliance</p>
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	<p>required.</p> <p>SEN parent events x 3 a year – services in attendance so that parents can access them all in person.</p>	<p>Increase parental attendance</p>	<p>Increased publicity &amp; trail holding the event at different times of the day</p>	<p>SENCO</p>	<p>Termly</p>	<p>Parents attending and accessing services more widely.</p>
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## Monitoring arrangements

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

It will be approved by the governing body.

## Links with other policies

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

- SMART Trust Accessibility Policy
- LSCC Relationships and Behaviour for Learning Policy;
- LSCC Curriculum Information;
- LSCC and SMART Trust Health, Safety and Wellbeing Policy Statements;
- LSCC School Improvement Plan;
- LSCC SEND Offer.