

# The Cornwall Independent School

## ACCESSIBILITY PLAN 2022-2025

*This policy, which applies to the whole school, including the Early Years Foundation Stage (EYFS), is publicly available on the school website and a copy (which can be made available in large print or other accessible format if required) may be obtained from school upon request.*

### Document Details

|                              |   |
|------------------------------|---|
| Information Sharing Category | Public Domain                                 |
| Version                      | 1   |
| Date Published               | September 2022                                |
| Authorised by (if required)  | Headteacher and the Advisory Board            |
| Responsible Area             | Senior Leadership Team and the Advisory Board |

**Scope:** This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), students on placement, contractors, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents.

### Legal Status:

- Equality Act 2010 (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')
- *Schedule 10 of the Equality Act*
- 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 out in the Equality Act 2010

**Monitoring and Review:** This policy is subject to continuous review, monitoring, refinement and audit by the Headteacher, who will also undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This review will be formally documented in writing. Any deficiencies or weaknesses recognized in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy, and it will be made available to them in either hard copy or electronic format.

Reviewed: September 2024

Next Review: September 2025

Signed:

Miss L. Adams  
Headteacher

Mr Stephen Beck  
Chair of the Advisory Board

Mr Bill Brown  
Education and Compliance Adviser

**Introductory statement:** The Cornwall Independent is an independent day school for pupils aged 4-16. This accessibility plan has been drawn up in consultation with the management of The Cornwall Independent and covers the period up until and including April 2025. We are committed to providing an environment which values and includes all students, 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 students of information which is readily accessible to students who are not disabled.

Therefore, our three-year Accessibility Plan is for:

- increasing the extent to which disabled students can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled students 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;
- 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. We aim 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.

The Cornwall Independent is committed to making reasonable adjustments to allow students with disabilities to access educational provision at the school. The Cornwall Independent occupies a site consisting of a main building and an extension, with some parts being historic and of two storeys (See *Reasonable Adjustment Policy*). In the secondary school, teaching takes place in fixed classrooms for each subject which means pupils move widely around The Cornwall Independent. This requires pupils to go from classroom to classroom, often under tight time pressures using steps and stairs. Pupils are required to use stairs and steps 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 Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Single Equalities Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Curriculum Teaching and Learning Policy
- Behaviour and Discipline Policy
- Risk Assessment and Student Access to Risky Areas Policy
- Positive Mental Health and wellbeing Policy
- Emergency Evacuation Procedures
- Reasonable Adjustments Policy

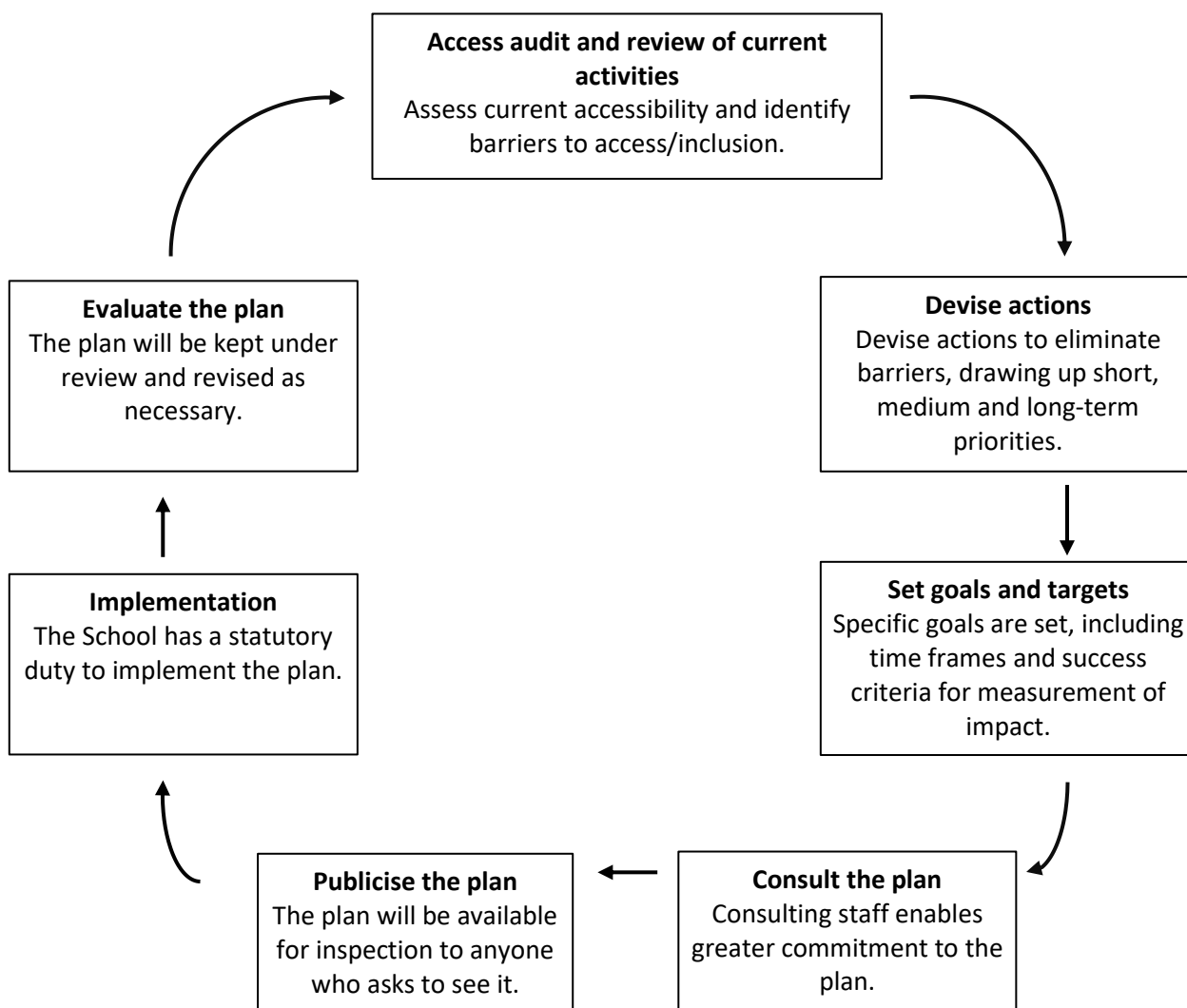
The Cornwall Independent School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

The Plan will be monitored by the Headteacher and 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.

**Summary of Current Provision:** The Cornwall Independent physical layout consists of buildings which have grown since the school was founded and there are no lifts. There are fixed classrooms for each subject in the secondary phase, based on the valid ground of having all the facilities for one subject in one place. This requires pupils to move from classroom to classroom, often up steps or stairs in buildings without lifts.

### Developing Our Accessibility Plan

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



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

- increase the extent to which disabled students (including those with special educational needs) can participate in The Cornwall Independent curriculum;
- improve the provision to disabled students of information which is already in writing for students who are not disabled;
- improve the physical environment of The Cornwall Independent in order to increase the extent to which disabled students 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 student 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 students of their age in mainstream schools. Not all students are disabled by their SEND and vice versa. For the purpose of the disability access plan, 'disabled students' 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 students less favourably; we also take reasonable steps to avoid putting disabled students 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
- Deputy Headteacher

Pupils at The Cornwall Independent are not discriminated against, particular 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 embraces diversity and exhibits tolerance. All Equality Objectives are seeking to protect students identified by the **Nine Protected Characteristics (NPC)**: Race; Disability; Sex; Age; Religion or Belief; Sexual Orientation; Gender re-assignment; Pregnancy and Maternity and students who are linked by association.

The Cornwall Independent Accessibility Plan has been developed and drawn up based upon information supplied by DfE and consultations with students, parents, staff and the Advisory Board. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Cornwall Independent is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The Cornwall Independent Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

**The Accessibility Plan contains relevant and timely actions to:**

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of The Cornwall Independent, such as leisure and cultural activities or schools visits – it also covers 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, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events;
- ensure the information is made available in various preferred formats within a reasonable timeframe.

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Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and the Advisory Board on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by The Cornwall Independent and remains the responsibility of the Advisory Board. It may not be feasible to undertake all of 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 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:** Each pupil with a disability requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We recognise that some disabled pupils may require specialist support, and we would normally discuss this issue thoroughly with parents and their medical advisors before the child enters The Cornwall Independent. Once parents have accepted the offer of a place for their child and before they become a pupil at The Cornwall Independent, we will also discuss the adjustments that can reasonably be made. Copies of our SEND Policy may be obtained on request.

The Cornwall Independent asks parents to complete a form in respect of a prospective pupil at the time of application. In assessing any pupil or prospective pupil, the school may take advice and require assessments as it regards as appropriate. Subject to this, The Cornwall Independent will be sensitive to any requests for confidentiality. The admissions staff welcome information concerning a prospective pupil's special needs at the earliest possible stage in the application process. Such information will enable The Cornwall Independent to consider any adjustments it might need to make and to offer the best possible advice.

The Cornwall Independent policy is to support all pupils and potential pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

**Welcoming and Preparing for Students with Disabilities:** Where it is practicable to make reasonable adjustments to enable prospective students to take up a place at The Cornwall Independent, we are committed to providing those reasonable adjustments. Where The Cornwall Independent agrees to provide additional services or put in place reasonable adjustments, these are not charged on to the parent, unless the cost of providing adjustments exceeds the definition of "reasonable". Details of any such additional costs would be fully assessed and agreed in writing beforehand between the parent and the school.

In order to meet the needs of students with disabilities, The Cornwall Independent requires full information. We will ask all applicants for admission to the school to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which The Cornwall Independent should be aware. 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.

**Disabled Pupils:** The Cornwall Independent will make reasonable adjustments in order 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 SENCO the following adaptations are examples of what may be considered for the purposes of facilitating access, as long as 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;

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- 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;
- 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 particular 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 SENCO 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;
- 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.

**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 students 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 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 (SEN):** The duties on Special Educational Needs (SEN) 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 2014 – statutory guidance integrating SEN and disability frameworks (last updated May 2015);
- statutory guidance on supporting students with medical conditions in December 2015.

**Disabled Staff:** We will ensure that in recruitment procedures any advertisements, short listing and interview procedures are without any hint of direct or indirect discrimination. In all staff appointments the best candidate will be appointed based on strict professional criteria. The Cornwall Independent will make reasonable adjustments in order to ensure that disabled staff or prospective staff are not placed at a disadvantage in comparison with non-disabled staff. This includes an acceptance

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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:** The Cornwall Independent will ensure that students 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. We will ensure that accessibility to school life for students 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 is fully committed to supporting all students 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 students with protected characteristics through a regular review of the relevant care plans and risk assessments.

## **Appendix 1 – Reasonable Adjustment**

### **A. Legal Status:**

1. Special Educational Needs and Disability Act (SENDA)
2. Equality Act (2010) and The Public Sector Equality Duty (2011)

### **B. Applies to:**

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

### **C. Introduction**

1. In accordance with the Equality Act 2010, The Cornwall Independent must take steps to make reasonable adjustments for students and applicants with disabilities so that they are not put at a substantial disadvantage when compared with students and applicants who are not disabled.
2. The Cornwall Independent therefore seeks to cater for each situation on its individual merits. This appendix is a general statement of our policy, which sets out the principles underlying our approach to making adjustments for students and applicants with disabilities and the factors The Cornwall Independent will take into account when considering requests for reasonable adjustments.

### **D. 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.

### **E. What is the scope of the duty?**

1. The Cornwall Independent seeks to ensure that students 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).
2. There is no standard definition of an auxiliary aid or service.
3. Examples include:
  - pieces of equipment;
  - extra learning support assistance;
  - note-taking;
  - induction loops;
  - audio-visual fire alarms;
  - readers; and
  - assistance with guiding.

### **F. What is not covered?**

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

### **G. How are requested adjustments made?**

The Cornwall Independent 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 students 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.

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#### **H. The school's response**

In some cases The Cornwall Independent 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 student or applicant is suffering and what measures it is reasonable for the school to take. In these cases, The Cornwall Independent may seek input from teachers, other experts (such as doctors and/or educational psychologists), parents and the child in question.

#### **I. 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 students (and potential students).

#### **J. 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.

#### **K. Outcome**

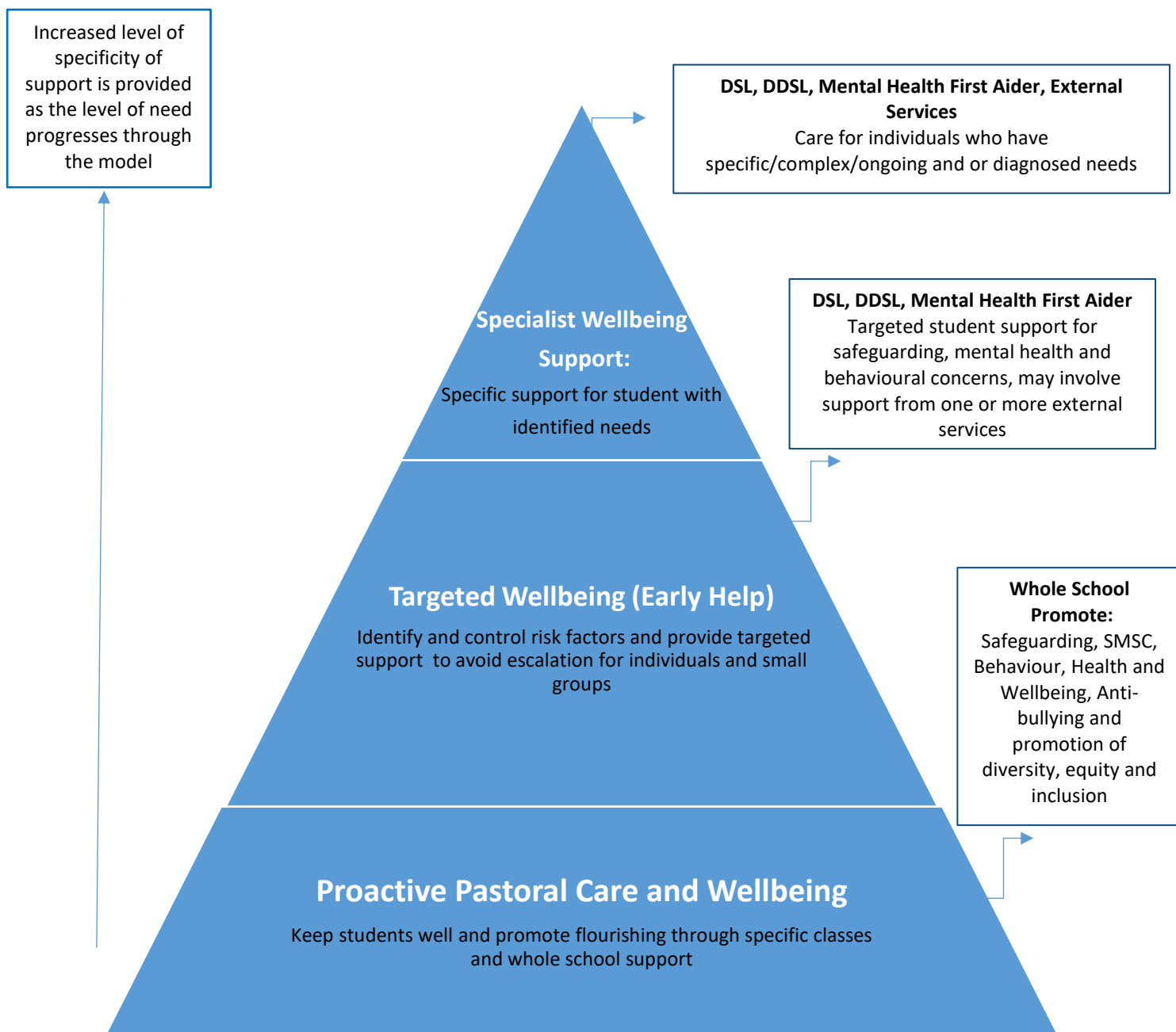
Once the School has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons.

#### **L. 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 Complaints Procedure.



## Appendix 2: The Cornwall Independent Health and Wellbeing Model



### Three Year Accessibility Plan 2022-2025

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.

| 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 2022                | Completed audit – on-going revisions as required.  |
| <b>Protected Characteristics</b>  |   |                   |                          |  |
| All staff ensure that all students with protected characteristics are supported within the school:<br>age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. | SLT and SENCO to ensure information is available and communicated to relevant staff regarding students with protected characteristics.<br>Training is available to all staff to ensure up-to-date methods of support are being utilised.  | SLT               | May 2022 and ongoing     | All staff are aware of students with protected characteristics and trained to deal with their needs. |
| Students 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.<br><br>Monitor provision for students with disabilities on all residential visits including day, week or overseas trips.   | Headteacher<br>JC | Ongoing                  | All students enjoy the same school experience.   |
| Ensure access for students with protected characteristics and short-term mobility issues.   | Ensure access to the ground floor facilities for all students with protected characteristics and ensure adjustments made are reasonable and timely.<br><br>Establish Risk Assessment for students who develop a mobility issue to identify any issues with accessing school buildings and fire and evacuation arrangements. | SLT<br>LA         | When needed.             | Ground floor fully accessible.<br><br>Risk assessments established.                                  |

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| <b>SEN</b>  |   |                                       |                                 |   |
|---|---|---------------------------------------|---------------------------------|---|
| <b>Equality Objective</b>   | <b>Action</b>   | <b>Lead</b>                           | <b>Intended Completion Date</b> | <b>Success Criteria</b>   |
| Ensure that pupils' needs are met through Learning Support arrangements.  | SLT and SENCO to review the provision and allocate the Learning Support so it is used effectively to enable all pupils to make progress.  | SLT                                   | July 2022                       | Provision reviewed and plan in place for September 2022.  |
| Ensure effective SEND Provision is in place for students 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.                         | SENCO                                 | May 2022                        | 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 students with SEN.                   | Create a training programme to support staff with teaching and learning for SEND students, including those with mental health issues.   | SENCO<br>Headteacher                  | September 2022                  | Staff have confidence in identifying and teaching students with SEND.   |
| Ensure that students with learning difficulties (e.g. dyspraxia, dyslexia) receive appropriate access arrangements. | SENCO to review procedures and ensure appropriate action is implemented. Exam board requirements reviewed annually to ensure students who require additional time receive this. | SENCO<br>Headteacher<br>Exams Officer | October 2022                    | Students receive extra time as appropriate to each student's need.  |
| <b>Welfare, Health and Safety of Pupils</b>   |   |                                       |                                 |   |
| <b>Equality Objective</b>   | <b>Action</b>   | <b>Lead</b>                           | <b>Intended Completion Date</b> | <b>Success Criteria</b>   |
| To provide opportunity for pupils to develop their mental wellbeing.  | Plan and develop a 'spiritual space' outside, for pupils to use as a quiet place for reflection.  | Headteacher                           | October 2022                    | Students will have increased opportunity for engaging spiritually. Students engage with the spiritual space in a calm and purposeful manner, thereby developing their mental wellbeing. |
| Ensure effective provision for health care and medication provision.  | Review/Update medical procedures.<br>Review of Administration of Medication Procedures.<br>Full review and audit of medical resources.  | JC<br>CH<br>DB                        | September 2022                  | Effective procedures in place. Medical audit completed with next steps established.   |

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| Equality Objective  | Action  | Lead                    | Intended Completion Date                | Success Criteria  |
|---|---|-------------------------|---|---|
| Ensure the school can protect and support students with allergies as practicably as possible.                                     | To review procedures on allergy management within the school.<br><br>Update staff training and emergency procedures.<br><br>Establish Risk Assessments for students with severe allergies.  | JC                      | September 2022                          | Staff confidence increased and procedures understood by all.<br><br>Risk assessments completed for identified children. |
| Health and Safety training for all staff as part of initial induction or as required.   | Set of training programmes through providers.<br><br>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 students 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.<br><br>Information on specific students, including nut allergy sufferers, asthmatics and diabetes to be disseminated.<br><br>EpiPen training for all staff.<br><br>Liaison with parents to formulate action plans. Risk assessments carried out for the activity. | Headteacher<br>TR<br>JC | September 2022                          | Staff will be fully aware of the medical needs of each pupil and will feel confident to care for their needs.           |
| <b>Quality of Education Provided</b>  |   |                         |   |   |
| All EAL students receive additional support.  | Review provision for English as an Additional Language (EAL), identifying areas for development and appropriate next steps.   | SENCO                   | September 2022                          | All students have appropriate resources and support to allow full access to and engagement in the curriculum.           |
| Ensure all students with learning difficulties are identified and that all pupils have the opportunity to fulfil their potential. | CAT4 to be completed on entry to school, to help identify any learning difficulties and areas of focus. SENCO to monitor procedures and adjust as necessary.<br>CAT4 tests to be completed twice yearly, to monitor progress.<br>GL Assessments for reading and maths will also be completed on entry, and throughout the year to monitor progress.                           | SENCO<br>Headteacher    | Twice yearly, and upon entry to school. | Established clear screening methods for new students.<br>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 SEN. | Mental Health and Wellbeing    | CH- Mental Health Lead<br>Headteacher | July 2022                | Staff have confidence in identifying and supporting pupils with mental health issues.            |
|   | Behaviour Management           | Headteacher                           | September 2022           | Staff have confidence in managing pupils' behaviour.<br>Low-level behaviour incidences are rare. |
|   | Dyslexia/ Dyscalculia          | SENCO<br>Headteacher                  | December 2022            | Staff have confidence in identifying and supporting pupils with Dyslexia or Dyscalculia.         |
|   | ADHD/ ASD                      | SENCO<br>Headteacher                  | April 2023               | Staff have confidence in supporting pupils with ADHD/ ASD  |
|   | Moderate Learning Difficulties | SENCO<br>Headteacher                  | July 2023                | Staff have confidence in teaching students with moderate learning difficulties.                  |