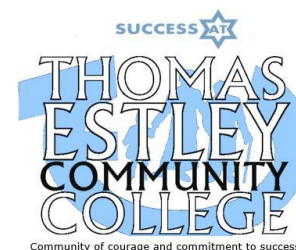


EQUALITY ACT 2010 – ACCESSIBILITY PLAN 2019-2023
Access to the Provision of Goods, Facilities and Services



This rolling plan identifies where additional adjustments could be made in the future to improve the accessibility to our site. Actions completed from previous plans means that the College already has very good levels of accessibility. The College always endeavours to take account of the needs of students (see SEND school offer on website) staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, colour schemes and more accessible facilities and fittings. Where funding is not immediately available and there are still access issues, other reasonable adjustments (such as room rescheduling) will be considered.

Issue	Evaluation of current situation	Actions to be taken/considered	When	Cost	Review Date
Planning duty 1: Curriculum	<p><i>Learning environment of pupils with visual impairment is in the main accessible – eg incorporation of appropriate colour schemes in place; advice from local agencies taken on specific arrangements</i></p> <p><i>SEND/inclusion manager works with incoming new students and agencies to identify any specific adjustments required for specific disability which could include access to laptop; portable hearing loop etc</i></p> <p><i>Pupil Health Administrator works with any students who require a PEEP – personal emergency evacuation plan</i></p> <p><i>HR Manager available to support staff with any accessibility issues and will support with Occupational Health; Access to Work applications and identification of appropriate reasonable adjustments</i></p> <p><i>EVO checks with trip leaders as appropriate reasonable</i></p>	<p><i>Audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers to be undertaken</i></p> <p><i>Short, medium- and long-term actions to be identified to address specific gaps in improved curriculum access.</i></p> <p><i>Equality impact assessments to be completed as policies/ procedures are updated</i></p>	On going		

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	<p><i>adjustments are in place to allow students with SEND can access appropriately</i></p> <p><i>Inclusion team/ senior management identify appropriate SEND awareness training for staff</i></p>				
<p>Planning duty 2: Physical Accessibility</p>	<p><i>Wheelchair access throughout College to most levels possible internally, except for Gym and Science labs SI-4 and top floor of English block and staffroom.</i></p> <p><i>Rise and fall tables/hob available across Food; DT and Science.</i></p> <p><i>Access to the dining room via wheelchair means having to go through community lounge often in use by community groups/ meetings during the day</i></p> <p><i>Two disabled toilets on site – although one in TELA training area difficult to access for students. Other toilets around site are accessible</i></p> <p><i>School shares car park with Old Mill Primary and Sure Start Centre which includes 5 designated disabled parking bays.</i></p> <p><i>Controlled access to site includes two electronic gates at front of site, one of which links with a pathway without steps for easy access to College front entrance</i></p> <p><i>Front entrance and rear entrance to car park have automatic doors. Automatic doors also on route to centre through ITI/Library.</i></p> <p><i>Most external emergency fire exits have had ramps built up outside to help wheelchair exit although some external exits lead to stepped external areas (such as DT classrooms along front of building).</i></p> <p><i>Internal and external steps have stair nosings in a light</i></p>	<p><i>Improve on current access as and when funds permit, and opportunities arise.</i></p> <p><i>As funding permits, extend existing external steps to the dining room to incorporate a slope or platform on to car park so accessible on same level</i></p> <p><i>As funding permits, look at ways to extend car parking to incorporate more disabled parking bays</i></p> <p><i>As funding permits, consider installation of induction hearing loops in key areas around site</i></p> <p><i>Additional disabled toilet to be installed as any refurbishment allows. Reconfiguration of cubicles to enable wider access.</i></p> <p><i>As funding permits, increase site connectivity with tarmac pathways including to new leisure centre.</i></p>	<p><i>As identified</i></p>		

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	<p><i>contrasting colour or are painted</i></p> <p><i>All areas with steps include handrails</i></p> <p><i>Access for emergency vehicles along front and rear of site is maintained</i></p> <p><i>Various wheelchairs are available from medical room for emergency use during the day. English block also has an Evac chair</i></p>				
<p>Planning duty 3: Information</p>	<p><i>School information is accessible via school website. School is aware of local services for converting written information into alternative formats if required</i></p> <p><i>Students and parents able to access own data and information via Insight</i></p> <p><i>Equality Policy and appendices, including the Accessibility Plan available on school website/ staff policy area</i></p> <p><i>SEND offer on school website</i> <i>Information about specific student SEN provision shared with appropriate staff</i></p> <p><i>Admissions pack includes Parental Disability Declaration forms so that tailored methods of communication can be established if needed.</i></p> <p><i>E-Learning courses available for staff including Equality and Diversity which is undertaken by key staff. Hearing & visually impaired services regularly involved on staff training day</i> <i>All reception staff and premises Officers have read 'Welcoming Disabled Customers'</i></p> <p><i>Staff recruitment and selection procedures monitored to ensure persons with disabilities are provided with equal opportunities.</i></p>	<p><i>Produce large print or electronic version – upon request.</i></p> <p><i>Review wording of material as amended</i> <i>Work with users to provide simple guidelines where necessary</i></p> <p><i>Consider sign language/other training for key staff</i> <i>Gold Star website voice translator purchased for all college use one off licence</i></p> <p><i>Check via staff feedback questionnaires if there are any associated training needs – including staff attitudes and awareness.</i></p> <p><i>Check staff understand their responsibilities around identifying any barriers against any of the Equality protected characteristics</i></p> <p><i>Check governor duties around annual review of equality are completed</i></p>	<p><i>In place</i></p> <p><i>As requested,</i></p>		