



## **1.0 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 disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students/other users to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled students/ other users.

We aim to treat all our students/other users fairly and with respect. This involves providing access and opportunities for all students/ other users without discrimination of any kind.

We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We support any available partnerships to develop and implement the plan and we work closely with the Local Authority and other external services to work towards a site that is accessible for all.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## **2.0 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 Education 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.

This policy complies with our Funding Agreement and Articles of Association.

**3.0 Action Plan – this Action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.**

This 3 year 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.

Planning Duty/ Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success Criteria
<b>To increase access to the curriculum for students with a disability</b>	We currently – -Offer an accessible curriculum for all students -Use resources tailored to the needs of students to access the curriculum -Use curriculum resources which include examples of people with disabilities -Track curriculum progress for all pupils, including those with a disability -Set effective and appropriate targets for students with additional needs -Review the curriculum offer annually to ensure it meets the needs of all pupils -train staff on methods of producing resources, delivery and assessment which benefit all students especially those with disabilities	<b>Short Term:</b> Ensure a robust quality assurance of the accessibility of the curriculum and assessment for all students.	Curriculum assessments and interventions continually adapted in response to changing needs of the school and informed by research.	Curriculum lead to oversee with support from SENDCo and Teaching & Learning VP	On going.	Students making expected or better progress.
		Ensure resources are accessible for students.	Learning support team actively involved in quality assurance of the accessibility for the curriculum for individual students.	Teaching and learning team with support from Inclusion Manager and SENDCo	On going.	Assessments used evidence through about accessibility for all students.  Quality assurance procedures ensure this is embedded in lessons.
		All staff are continually trained to employ quality first teaching strategies in the first instance in re3sponse to individual needs.  Ensuring all staff have the relevant training from specialists inside of the school and outside agencies where appropriate to support the specific needs of some of our most vulnerable students	Plan and deliver bespoke training opportunities with internal specialists and outside agencies when the need arises.	Inclusion Manager to oversee with support from SENDCo	On going.	Staff are confident at using suggested strategies. Students benefit from an adapted delivery of curriculum appropriate to needs.

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Planning Duty/ Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success Criteria
	<p>-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.</p> <p>-HR Manager available to support staff with any accessibility issues and support with Occupational health; Access to Work applications as identification of appropriate reasonable adjustments</p> <p>-EVO check with trip leaders as appropriate if reasonable adjustment are in place to allow students with SEMD to access trips</p>	<p><b>Medium Term:</b></p> <p>Ensure we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team.</p>	<p>Line management and learning support structure established – and continues to ensure CPD follows the needs of the students and ensures succession planning for specialist roles like Autism, HTLA, ELSA etc.</p> <p>Equality impact assessment to be completed as policies/ procedures/ curriculum plans are updated.</p>	<p>Teaching and Learning lead to oversee with support from Inclusion Manager and SENDCo.</p>	<p>On going</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</p>
		<p><b>Long Term:</b></p> <p>Practical subjects including, Science PE and DT further risk assessed and adapted to suit the needs of all learners. This should include accessibility of equipment and activities.</p>	<p>Recommendations from specialist services such as occupational therapists, visual and hearing support teams actioned.</p> <p>Alternative and adapted equipment to be purchased if necessary.</p>	<p>Curriculum lead to oversee with the SENDCo/ Business Manager</p>	<p>On going</p>	<p>All students feel they can access practical subject and achieve well.</p> <p>Students options are not limited by accessibility concerns.</p>

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Planning Duty/ Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success Criteria
<p><b>To improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps/handrails</li> <li>• Lifts</li> <li>• 5 Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Automatic doors</li> </ul> <p>Wheelchair access is available throughout the college to most levels with lifts (except for gym, science labs S1-4 and top floor of English block – of which only top floor of English block not accessible for wheelchairs from outside either)</p> <p>Dining room access for wheelchair users either through lift via community lounge or via access from car park.</p> <p>Three disabled toilets on site (newest summer '23)</p> <p>Rise and fall tables/ hob available across Food; DT and Science.</p>	<p><b>Short Term:</b></p> <p>Students with specific needs have all the appropriate equipment and furniture recommended by specialist services.</p> <p>Personal evacuation plans and risk assessment for identified vulnerable students in place.</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible in the school building – eg wheelchair user not timetabled in upper floor in English block with no lift access.</p>	<p>Purchase of specialised furniture and equipment to assist access to the school environment – such as rise and fall tables/ sink</p> <p>Continue to ensure PEEPs and risk assessment for specific students are in place/ reviewed</p> <p>LSAs informed of which students they are responsible for in an emergency.</p> <p>PEEPs are stored with emergency evacuation registers and brought to the evacuation point.</p> <p>Staff are continually reminded/informed of all students with mobility issues and create suitable timetable to meet their needs.</p>	<p>SENDCo/Inclusion Manager/ Business Manager to oversee with advice from specialist services</p> <p>SENDCo to oversee with support from Pupil Health Administrator</p> <p>T&amp;L Lead to oversee supported by SENDCO</p>	<p>Purchases for new students asap from starting</p> <p>New PEEPs/Ras completed within first two weeks of term/ Existing revisited by October half term</p> <p>Annually in rooming planning, as and when with rooming changes</p>	<p>Students can access lessons straight away.</p> <p>Identified students are aware of their PEEPs/Ras.</p> <p>Completed PEEPs/Ras in place for all identified students.</p> <p>All named staff in the PEEP/RA aware of what they are responsible for.</p> <p>Students can access lessons straight away.</p>

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	<p>Wheelchairs available from medical room for ad hoc/ emergency need.</p> <p>Evac chair upstairs in English block.</p> <p>Additional tarmac/ block paving/paths externally to support easy access around site externally.</p>	<p><b>Medium Term:</b></p> <p>To assess the sites accessibility for improvements to wheelchair access, visually impaired students, and those with sensory needs.</p>	<p>Look at wheelchair accessibility to rooms currently inaccessible (very few).</p> <p>Refresh yellow, fluorescent warning strips on vertical posts, steps and handrails to support students with VI</p>	<p>Site Manager to oversee with support from Inclusion Manager/SENDCo.</p>	<p>Annually</p>	<p>All subjects have wheelchair accessible classrooms.</p> <p>VI students are supported to navigate the site more safely</p>
		<p><b>Long Term:</b></p> <p>To ensure that all new and existing buildings and rooms allow independent access for all</p>	<p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors. Ensure all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>	<p>Site Manger to oversee with advice from incoming student needs from SENDCo/ Inclusion Manager (with budgets)</p>	<p>On going</p>	<p>All students are able to independently access more areas of the school both internally and externally.</p>

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Planning Duty/ Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success Criteria
<p><b>To improve the delivery of information to students with a disability</b></p>	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Dyslexia friendly resources</li> <li>• Large print resources</li> <li>• Visual stress adaptations</li> </ul>	<p><b>Short term:</b></p> <p>Check students can access all school alerts (Satchel etc) and signage</p>	<p>Audits to be taken through student voice and walkabouts to check for HI and VI And that signage is visible from a wheelchair.</p>	<p>SENDCO &amp; Inclusion Manager With Premises team</p>	<p>April 2024</p>	<p>Any costings drawn up for SLT/Governor consideration.</p>
	<p>School information is accessible to other users from school website – school aware of local services for converting written information into alternative formats if required.</p>	<p><b>Medium Term:</b></p> <p>Consider adaption of essential school signage to include pictorial or symbolic representations to aid communication for students with SLCN</p>	<p>Request support from external agency to support in auditing essential signage for SLCN and then Premises/SENDCO to cost adaptations.</p>	<p>SENDCo/Premises</p>	<p>June 2024</p>	<p>Any costings drawn up for SLT/Governor consideration.</p>
	<p>-SEND offer on school website -Information about specific stents with SEND provision shared with appropriate staff. -Admission pack includes parental disability declaration forms so that tailored methods of communications can be established if needed.  -eLearning course available for staff on</p>	<p><b>Long Term:</b></p> <p>Investigation into induction loops at reception/ large venues for HI students &amp; parents.  Investigation into flashing alerts for HI students.</p>	<p>Investigation options and quotes drawn up for consideration.  Investigation options and quotes drawn up for consideration.</p>	<p>Site Manager  SENDCo / Site Manager</p>	<p>If identified need  If identified need</p>	<p>Any costings drawn up for SLT/Governor consideration.  Any costings drawn up for SLT/Governor consideration.</p>

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	<p>equality and diversity which is undertaken by key staff. Hearing and visually impaired services regularly involved in staff training.</p> <p>-All reception and premises staff have read "Welcoming Disabled Customers" as part of the customer care policy.</p> <p>-Staff recruitment and selection procedures monitored to ensure persons with disabilities are provided with equal opportunities.</p>		<p>Check via staff feedback/ voice if there are any associated training needs – including staff attitudes and awareness.</p> <p>Check staff understand their responsibilities around identifying any barriers against any of the quality protected characteristics.</p> <p>Check governor duties around annual review against equality objectives are completed.</p>	<p>SLT</p> <p>Reception Manager/ Site Manager</p> <p>Principal</p>	<p>Annually</p> <p>Part of induction for new staff</p> <p>Annually</p>	<p>Improved staff wellbeing for all staff</p> <p>Better customer services and awareness of needs.</p> <p>Good governance</p>
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