

Accessibility Plan



Policy Information

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Person responsible for review	Samantha Newark – Business Manager
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1. Aims

Colleges 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 college to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our college aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our college aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The plan will be made available online on the college website, and paper copies are available upon request.

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

The college supports any available partnerships to develop and implement the plan.

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

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for colleges 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.

Colleges are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	We use resources tailored to the needs of students who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all students, including those with a disability Targets are set effectively and are appropriate for students with additional needs The curriculum is reviewed to ensure it meets the needs of all students Deliver the specified provision for students with an EHCP. Pupil voice is gathered, listed to and reflected on.	Ensure the Learning Development staff have CPD on specific appropriate SEND issues within our cohort.	Use of training needs analysis through annual performance appraisal to identify training required relating to our current cohort of students. Learning Development co-Ordinator cascades information through all teaching staff.	Head of School/SENDCo	Annually	Raised level of awareness of students with SEND ensuring curriculum suits students' requirements.
	Ensure relevant staff are aware of and able to use relevant software and resources.	Audit Learning Development resources and analyse for relevance. Run training	Learning Development Co-ordinator/ SENDCo	Annually	Wider use of SENDCO resources throughout College	
	Staff are fully informed of the SEND of the students in their tutor or subject groups including sharing of reports and feedback	Audit of relevant paperwork and staff having read, understood and take action where required.	Learning Development Co-ordinator/ SENDCo	Annually	Raised understanding of student's barriers to learning and high levels of access to curriculum and associated progress	

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Passenger Lift • Corridor width • Disabled parking bays • Disabled toilets and washroom facilities • Library shelves at wheelchair-accessible height • Meeting areas with suitable space to cater for physical disabilities. • SEND resources advised by Occupational Therapist 	To maintain the physical environment to enable good access for students	Annual review of furnishings, classroom layouts, sensory equipment and timetables to ensure full access for all.	Learning Development Co-ordinator/ SENDCo and Business Manager	Annually	All students can access a full timetable and appropriate teaching spaces
		Review, maintain and service all DDA installations	<p>Undertake checks as expected in weekly/monthly estates tasks, and record actions.</p> <p>External servicing for passenger lift and automated doors in line with manufacturer recommendations.</p> <p>Insurer checks to ensure compliance with Health and Safety requirements, when schedule dictates.</p>		Weekly/ Monthly/ Quarterly/ Annually	<p>All DDA installations are working effectively enabling access.</p> <p>Equipment is certified where appropriate.</p>
		All School staff are trained on access issues	Provide up to date information and training on disability equality for all staff.	Business Manager	Annually	Raised confidence of staff and governors in commitment to meet access needs

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		The college is aware of the access needs of disabled students, staff, parent/carers and visitors ensuring all can be safely evacuated	<p>When needs are identified, consider the requirement for a PEEP, review this yearly or more frequently if a change occurs in their condition.</p> <p>Undertake confidential staff survey on all staff and governors to ascertain access needs. Work in partnership with NET to cascade down staff disability information for support and action.</p> <p>Ensure questionnaires (pupil, parent/carer or staff) ascertain access needs and to identify whether these needs are being met</p> <p>Review of evacuation procedures regularly to ensure all staff are aware of responsibilities and include in staff inductions</p> <p>All fire marshalls have up to date training.</p> <p>Staff in located close to the emergency stairwells undertake annual EvacChair training and have time to practice their use.</p>	Business Manager	<p>Annually</p> <p>Upon appointment and regular review</p> <p>As required (minimal annually with GDPR update)</p> <p>Annually</p> <p>Every 3 years</p> <p>Every 3 years</p>	<p>PEEPs in place for individuals where required all staff aware of all pupils' access needs</p> <p>Ensure the access needs of all adults regularly on site are met</p> <p>All stakeholders are able to access fully all College activities</p>

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		Ensure all paths, ramps and communal areas are free of foliage, overgrowth and fallen leaves. All step edges are clearly visible	Site team to complete weekly checks to ensure the site is free of obstructions	Premises Officer	Monthly	Pupils have free and easy access of all paths and communal areas. All steps are visible to all members of the school
Improve the delivery of information to students with a disability	<p>Our college uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Read aloud technology • Large print resources • Induction loops • Pictorial or symbolic representations • Reading overlays 	Include discussion of access to information in all annual reviews of SEND needs	<p>Ensure method of communication is used</p> <p>Develop strategies through EHCP and ensure is reflected in all relevant paperwork</p> <p>Deliver strategies to staff through Training</p>			<p>All pupils can access the curriculum.</p> <p>Staff are aware of the agreed strategies for the pupil and how to implement them.</p>
		Ensure all staff are aware of guidance on accessible formats	Ensure training for staff on accessible formats			Relevant staff aware of pupil, parent/carers preferred method of communication.

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	<p>and alternative colours of paper for physical resources</p> <ul style="list-style-type: none"> • Accessible Website 	<p>Produce accessibility information to increase support for parents and carers of SEND pupils</p>	<p>Update annually the accessibility plan and SEND information report.</p>			<p>To ensure all parents and carers are aware of how the school will ensure full accessibility with the school.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy