

Accessibility Policy and Plan

Eggbuckland Community College Policy Author: Jen Childs

Reviewed and updated: May 26

Considered by Committee: May 26

Governors board Date Adopted: May 26 (TBC)

I Introduction/Context

- 1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on Westcountry Schools Trust to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:
- a) To increase the extent to which disabled students can participate in the college's curriculum.
 - b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
 - c) To improve the deliver of information to disabled students, so information is as available as it is for students who are not disabled.

2 Purpose/Aims

- 2.1 The school's diverse and inclusive community will be an exemplar of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
- 2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- 2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.
- 2.4 To identifying barriers to participation and find practical solutions to overcoming these.
- 2.5 To work collaboratively with disabled students and their parents and carers to create appropriate provision, including robust EHCPs, where appropriate.
- 2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- 2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.
- 2.8 To deliver the Service Level agreement for the Resource base Provision known as the Hearing Support Centre.

3 Definitions

- 3.1 Definition of Disability (Equality Act 2010)
"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."
- 3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)
A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:
- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools.
This will include students with medical needs.

4 The Accessibility Plan

- 4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments

for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

Increase the extent to which disabled students can participate in the college's curriculum

- 4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the college's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the student and parents about proposed flexible arrangements.
- 4.3 The college curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.
- 4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the college already has in place to support students with special educational needs and disabilities (SEND). This includes:
- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or secondary schools, supported by individual provision maps and the SEND register.
Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
 - b) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
 - c) Awareness raising programmes for all students about the range of disabilities in the college, in particular creating a very supportive base for each disabled student.
 - d) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
 - e) Increasingly specialised in-class support or guidance from trained TAs (Teaching Assistants) and SEND Teachers.
 - f) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
 - g) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
 - h) Special access arrangements for internal and external exams.
 - i) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
 - j) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
 - k) A structured and dedicated transition programme for vulnerable students
 - l) Specialist advice and guidance to support transition
 - m) Multi-agency support coordinated by the college's Inclusion teams in each year group.
 - n) Training for all staff from Teacher of the Deaf on teaching and learning strategies for Deaf students.
 - o) Training for Hearing support staff to ensure positive communication and access for our Deaf students on role in the Hearing Support Centre.

Further Development

4.5 The College Improvement Plan sets out additional development priorities in this area. These include:

- The ECC non-negotiables, 'our universal offer', are embedded and seen in every classroom, every lesson, every day.
- Classroom front walls are stripped back to remove hungry distractions and classrooms remain free from clutter. The learning environment is prioritised.
- Seating plans are carefully thought out to support the most vulnerable and the 'well-trodden' path is planned.
- The curriculum continues to be adapted in every lesson to meet the needs of all students with sufficient and increased stretch and challenge in all lessons. No lower of expectations for our most vulnerable learners.
- Teachers are responsive in the classroom.
- Teachers plan ahead to ensure they are meeting the known needs of students in their class.
- Develop assessment models in all subjects which are fit for purpose and provide rich and meaningful data which informs responsive teaching, intervention, EAA and curriculum development. Full engagement with WeST common assessments.
- Lexia and Fresh Start interventions used, ensuring that all those who need interventions have this. Yarc testing is used to diagnose further intervention needs. Fluency intervention in place where this is required.
- The HATCH Provision launched and in place to support vulnerable non EHCP learners 'catch-up' in English and Maths

The college environment already incorporates many features to ensure accessibility to students with disabilities.

4.6 These include:

- a) Ramps
- b) A SEND area with small, quiet and calm learning spaces
- c) Accessible toilets
- d) Specialist resources, including the Soundfield system in teaching rooms.
- e) Guiding in an emergency evacuation

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

Further Development

4.8 The college carries out an accessibility audit every three years in advance of reviewing this policy.

4.9 The college is committed to ensuring full accessibility in any future new build.

Improve the delivery to disabled students, of information which is readily accessible to students who are not disabled.

4.10 Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of interactive digital display panels and digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

- 4.11 In addition, the college makes the following available as appropriate:
- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
 - b) Laptops and other digital technologies.
 - c) Coloured overlays for text.
 - d) Tactile resources.
 - e) Readers and/or scribes in exams, where appropriate

Further Development

- 4.12 The following opportunities to improve further will be explored:
- a) Opportunities provided by digital technologies.
 - b) Regular clear and relevant information to parents in home language if required.

5 Responsibilities

- 5.1 All staff are responsible for removing barriers to learning for disabled pupils.
- 5.2 All leaders are responsible for improving accessibility within their area of responsibility.
- 5.3 The HAB Cluster is responsible for the approval of this plan.
- 5.4 The Principal is responsible for ensuring the resourcing, implementation and updating of this plan.
- 5.5 The SENDCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6 Review

- 6.1 This Accessibility Plan has the status of a policy of the WCC and is reviewed every 3 years. The views of disabled students and parents will feed into the review.