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| Policy Title:                     | <b>Accessibility Plan</b>                           |
| Policy Reference:                 | A1  |
| Version:                          | 1.1   |
| Member of Staff Responsible:      | Facilities Manager, Assistant Headteacher and SENCO |
| Governors' Committee Responsible: | FGB   |
| Status:                           | Statutory   |
| Date adopted by governing body:   | October 2014  |
| Cycle of Review:                  | 2 years   |
| Date for next review:             | Oct 2020  |

| <b>Change Record</b> |                       |                                      |
|----------------------|-----------------------|--------------------------------------|
| Version              | Date                  | Description                          |
| 1.1                  | FGB (Q&P)<br>3 Nov 16 | Changes to all sections              |
| 1.2                  | May 2019              | Date Amended                         |
| 1.3                  | March 2021            | Minor updates in Sections 1, 2 and 4 |
| 1.4                  |                       |                                      |

**“Settle College promotes the safeguarding and welfare of children in its care; all policies support the “Child Protection Policy”**



## Settle College Accessibility Plan

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body and also The Equality Act 2010 have had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students, where realistic.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery of information to disabled students which is provided in writing for students who are not disabled.

Other Policies linked to the Accessibility Policy are:

- Health & Safety Policy
- Inclusion Policy
- Behaviour for Learning Policy
- Admissions Policy
- Anti-bullying Policy
- Code for Conduct (Students) Policy
- Equalities Scheme
- Physical Restraint Policy

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached are details of how the school will address the priorities identified in the plan.

### **1. Starting Points**

#### **Vision and Values**

- The College is committed to setting suitable learning challenges for all students regardless of ability or disability;
- It aims to respond to students' diverse learning needs;
- It is committed to overcoming potential barriers to learning.

The College leadership will involve all staff in making this vision become practice through its meetings (tutors) and CPD programme.



## Information from student data and college audit

- Early identification of need will be carried out through liaison with the Primary Schools as students enter Year 6. Invitation to Annual Reviews, meetings with parents happen at that time;
- Identification of need because of change of circumstances (eg accident, illness, pregnancy) will happen through work with outside agencies (1<sup>st</sup> Tier Meetings/Group ie Pastoral team, ESW, CAMHS, School Nurse, Behaviour Collaborative & Pupil Referral Service (PRS) etc);
- Input from professionals such as Educational Psychologist, Paediatrician; CAMHS
- Fast-track prosecutions are in place to manage persistent absenteeism;
- SEND Register is reviewed regularly, Individual Learning Passports are in place;
- List of College Concern identifies vulnerable students, sets out interventions to support them and raises staff awareness of their vulnerability;
- College and Pastoral Support Plans are in place;
- Tracking of student progress happens through the College's review systems and underachievement is identified;
- Underachieving students are monitored and mentored by subject teachers, Subject Leaders, Heads of Year, SENCO, Assistant Head Teacher in charge of the curriculum.

## 2. Main priorities in the College's Plan

To ensure that the curriculum is flexible in order to meet all students' needs:

- Part time attendance at lessons can be negotiated with the Pastoral Team and SEND for students experiencing crises or temporary injury/illness;
- Small group work takes place for SEND students to improve basic skills (literacy, numeracy);
- Differentiation of resources and learning outcomes are monitored through the College Self Evaluation process;
- Students and staff have external access to the Teams software enabling distance learning to take place
- For longer term absences, additional support is available through the SEND Hub;
- When student groupings are applied they are designed to meet individual needs as much as possible;
- In class support is available through Teaching Assistants and individualised resources as stated below;
- Awareness of disability is raised through the PSHE programme, assemblies, tutorial programme, awareness days and staff training;
- Sixth Form students mentor younger vulnerable students;
- Break time and Lunchtime clubs are available for SEND/Vulnerable students each day. These are staffed by Teaching Assistants;
- Prior to transition, SEND students visit early and frequently to ease the change of schools. The SEND team also visits pupils in existing schools to increase familiarity;
- Students with physical difficulties are allowed to move between lessons before the bell goes;
- Teaching Assistants accompany students on extracurricular activities;
- Examination arrangements are made to allow extra time, readers or scribes according to needs following the JQC guidelines.

## 3. Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.



All areas of the building are accessible either by ramp or lift. Hygiene room facilities are available near the School Reception area and together with fully equipped and accessible disabled toilet areas in the Bradley Building and Top Corridor areas.

#### **4. Improving the delivery of information to disabled students.**

Materials and resources are adapted according to need:

- Hand outs with large print or on coloured sheets as per medical diagnosis;
- Accommodation made for students with colour blindness;
- Sensitive seating arrangements for students with hearing or sight impairment;
- Simplified language on worksheets;
- Facility to record work orally where appropriate;
- Consultation of LA specialist team to advise on impairment prior to transition;
- Use of laptops in written lessons
- Now/Next board, visual timetables, reduced timetables
  
- AVI home learning device for medically restricted
  
- Use of handwriting correct pens.
- Time out cards to allow movement breaks
  
- Sensory regulation facilities/Quiet rooms

#### **5. Management, co-ordination and implementation**

- SEND Governor updates Governing Body on accessibility issues;
- The Accessibility Plan will be reviewed annually through SEND link meetings;
- Evaluation will be carried out by the Assistant Principal with the SENCo and the SEND Governor and reported to Governors at the next Full Governing Body meeting.

Evidence which could be used will include:

- Exclusion rates;
- Attendance rates;
- Numbers on SEND register;
- Parental views;
- Reports from Annual Reviews;
- Views from Community Education;
- College Improvement Plan;
- Health & Safety Policy;
- First Tier meeting minutes;
- Student Voice.

The Accessibility Plan is available electronically via the College website: [www.settlecollege.org.uk](http://www.settlecollege.org.uk)

The reviewers of the Accessibility Plan are: Assistant Principal/SENCO/Facilities Manager