



Policy Title:	<b>Accessibility Plan</b>
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Member of Staff Responsible:	SENCO and Operations Manager
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### Change Record

Version	Date	Description of Changes
1.1	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	Aug 2024	Updates to legislation and physical environment sections

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

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### **Introduction and Aims**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Settle College aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

### **Definition of disability**

The Equality Act 2010 says that a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

The Special Educational Needs and Disability (SEND) Code of Practice, which applies to maintained schools and academies, gives further guidance on this definition (page 16). It says that:

... 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. In considering what is reasonable the school will take account of;

- Its resources and the availability of financial or other assistance
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils and prospective pupils

### **Availability of the Accessibility Plan**

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

The SENCO and Operations Manager will review the Accessibility Plan every two years prior to submission for approval by the Headteacher and Governing Body.

### **The role of key personnel**

#### **Governors**

The Governing Body ensure that the the SEND policy and the Accessibility Plan are monitored and reviewed on a regular basis and ensure the school's inclusion of students with disabilities meets all aspects of the law.

#### **Senior Leadership Team (SLT)**

The Headteacher and other members of the SLT ensure that all policies, practices and provision have regard to the Disability Equality Duty and the Equality Act 2010 which extends protection from discrimination to those with 'protected characteristics'. The Headteacher and SENCO are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion within all aspects of school life.

#### **Staff**

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive processes and practices.

## **Key areas of focus for the Accessibility Plan**

### **Creating a flexible curriculum that expands accessibility**

- Full time education in classes, with additional help and support by the subject teacher through a differentiated curriculum and approaches to teaching and learning.
- Part time attendance at lessons (temporary) to be agreed with SENCO, AHT Inclusion and Curriculum for students experiencing crises or temporary injury/illness.
- Students and staff to have external access to the Teams software enabling distance learning to take place.
- Student groupings are to meet academic need and not a behavioural response
- Awareness of disability is raised through the PSHE programme, assemblies, tutorial programme, awareness days and staff training.
- 'Lunch Club' is available for social times for students that need additional social support. These are staffed by teaching assistants
- Teaching assistants accompany specific students on extracurricular activities
- Examination arrangements are made to allow extra time, readers, scribes, separate rooms, or other arrangements according to requirements specified by the JCQ.
- For longer absences additional support is available from the SEN Hub and MES NYCC.
- In class support from a TA (as a whole class, small group or 1 to 1), where appropriate.
- Whole staff training on differentiation, teaching strategies and teaching styles
- Personalised timetables and curriculum offer, where relevant and appropriate
- Literacy and Numeracy intervention where appropriate, in order to improve basic literacy and numeracy skills
- Input from appropriate outside agencies/professional services.
- The SEN department work proactively with the primary schools along with seeking advice from relevant professionals to ensure reasonable adaptations are made prior to the pupil starting school.
- Wide range assessment of need and effective sharing of data with stakeholders.

### **Improving the physical environment of school**

The environment includes general adaptations to meet additional needs including:

- Ramps
- Passenger lifts and wheelchair platform lift
- Disabled parking bays
- Accessible toilets

Practical activities are risk assessed and adjustments made for individual students where necessary, e.g.

- Adapted PPE (smaller or larger sized)
- Adapted furniture types, sizes and heights
- Adapted equipment sizes e.g. smaller bats in PE
- Alternative ways of completing the task if the student cannot safely use existing equipment e.g. hand drill instead of pillar drill as the student cannot operate e-stops

Other general adjustments may be considered for individual needs e.g.

- Location and height of assigned locker to suit their need

- Height/accessibility of stored items in classrooms
- Adjustments to facilitate accessibility of toilets and changing rooms etc.
- Allowing more time to travel between lessons
- Arranging assistance where necessary e.g. helping to carry hot food to table

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

Materials and resources are adapted according to need:

- Handouts with large print or on coloured sheets as per medical diagnosis
- Accommodation made for students with colour blindness
- Sensitive seating arrangements for students with sensory impairments
- Assessment of literacy needs and sharing of data to ensure worksheets are resources are effectively scaffolded
- Facility to record work orally where appropriate
- Consultation of LA specialist team to advise when required
- 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

### **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 SLT and Governors.

### **Links with Other Policies**

Other Policies linked to the Accessibility Policy are:

- Risk Assessment Policy
- Health & Safety Policy
- Inclusion Policy
- Behaviour for Learning Policy
- Admissions Policy
- Anti-bullying Policy
- Code of Conduct (Students) Policy
- Equality Information & Objectives Statement
- Physical Restraint Policy
- SEND Policy
- Supporting Students with Medical Needs Policy