

Accessibility plan

Blessed Edward Oldcorne Catholic College



Approved by:	Governing Body	Date: October 2021
Last reviewed on:	October 2020	
Next review due by:	October 2022	

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. 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 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. Blessed Edward Oldcorne Catholic College values all students and is committed to ensuring that they have equal access to the curriculum and the opportunities provided by the college

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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for students with a disability	<p>Our college offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum..</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>The college ensures students with medical conditions are supported through the implementation of individual health care plans</p> <p>Excellent transition arrangements for students with SEND</p> <p>“Think SEND” is a whole college priority</p>	<p>Curriculum resources include examples of people with disabilities</p> <p>Review the role of Learning Support Mentors to ensure they are effective in their role</p> <p>Careers and Aspirations Co-ordinator to work closely with students with disabilities</p> <p>Continue to share and revisit strategies with staff which ensure that students with SEND have equality of access to the whole college curriculum</p> <p>All students will be screened for literacy difficulties. Any significant difficulties will be addressed</p>	<p>Training for staff</p> <p>Review undertaken and findings evaluated</p> <p>Interviews held</p> <p>Screen students on entry and plan intervention</p>	<p>SENCO and SLT</p> <p>SENCO and SLT</p> <p>SLT careers link</p> <p>Heads of department SLT</p> <p>SENCO and SLT</p>	<p>July 2022</p> <p>March 2022</p> <p>April 2022</p> <p>July 2022</p>

		<p>through a literacy intervention programme.</p> <p>PE curriculum further adapted to suit the needs of all learners.</p>	<p>accordingly. Train support staff to deliver interventions.</p> <p>Audit activities which are suitable for students with a disability.</p>	PE department	July 2022
Improve accessibility of information available to parents of students with SEND	<p>Website updated with current information for parents including the SEND report and the local offer.</p>	<p>Parents of students with SEND to be given further opportunities to have an increased voice within the college and the wider community.</p>	<p>Parent forum to be developed</p>	<p>SENCO Headteacher</p>	March 2022
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities 	<p>Disabled parking bays for staff and visitors</p> <p>Carry out an accessibility audit and carry out necessary adjustments</p> <p>Students with specific needs have the appropriate equipment and furniture in place to enable them to access the curriculum</p>	<p>Location discussed and marked out</p> <p>Audit carried out. Contact agency to carry out an Access Audit.</p> <p>Collate information at transition to ensure that the necessary equipment is purchased prior to students starting in Year 7</p>	<p>College Manager and Headteacher</p> <p>College Manager and Headteacher</p> <p>College Manager and Headteacher</p>	<p>July 2022</p> <p>December 2021</p> <p>May 2022</p>

		Maintain yellow/fluorescent warning strips on vertical posts, steps etc to support students with VI	All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.	College manager and Site manager	Ongoing
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 • Large print resources • Braille • Induction loops 	<p>Modify one way signage for VI students</p> <p>Ensure that all staff are using powerpoints with appropriate backgrounds</p> <p>Inclusion register highlights how students can be supported</p> <p>Improve communication with parents who have disabilities. Currently the college will respond to individual needs and requests as they arise.</p>	<p>Discussions with VI team</p> <p>Staff training held</p> <p>Communication of SEND to teachers improved</p> <p>Discussions with parents and stakeholders held</p>	<p>College Manager and Headteacher</p> <p>SENCO and SLT</p> <p>SENCO and Headteacher</p> <p>SENCO and Headteacher</p>	<p>July 2022</p> <p>March 2022</p> <p>June 2022</p> <p>July 2022</p>

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body

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

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the college's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

