



Launceston College
A Multi Academy Trust

ACCESSIBILITY POLICY

Updated on: 21st June 2017

Review by: LOR

The Multi-Academy Trust is committed to ensuring that all students can access and participate fully in the life of their school.

The Multi-Academy is committed to:

1. Increasing the extent to which disabled students can participate in the curriculum
2. Improving the physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school
3. Improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

Launceston College Accessibility Plan 2017-2019

Purpose of Plan

The purpose of this plan is to show how Launceston College intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the College community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN Information Report.

- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all staff are aware of their responsibility in relation to equality of opportunity for all students.	Build overview of Equality Act and College's inclusive principles into new staff induction, GPS programme and staff training.	SENDCO	Short-term and on-going	End of Feb 2017	
Embed the SEN support reviews.	Train PEB, CR and HOH in completion of the SEN review forms, linking them on SIMs and ensuring that Provision Maps are updated by team leaders.	SENDCO	Short-term	End of March 2017	Young person and parent invited in to share their views and set relevant targets.

Improve the tracking of interventions linked to Assess, Plan, Do, Review cycle.	Liaise with other schools and SENDCO's to see how they record their interventions. Put together a proposal and train relevant staff.	SENDCO	Medium-term	September 2017	Build in time to train key SEN staff, HOH, pastoral staff etc to ensure consistency of approach.

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Review of access and restricted access areas within the school.	<p>Health and Safety walk is carried out regularly by the Site Manager. This is done in faculties</p> <p>Review of Fire escape signs and safety (Site Manager consults with resident science technician (ex-Fire Chief).</p> <p>Access to finance and exams office is presently not disability friendly (staff and students).</p>	Site Manager with SENDCO	Short-term	End of January 2017 so that any reasonable and manageable premises adjustments can be put forward for the budget.	<p>College continues to comply with the DDA requirements and to take reasonable steps to ensure the inclusion and access of students and parents, including routes to reporting adjustments to the site as needed.</p> <p>All floors and areas of the school can be accessed by wheel</p>

					<p>chair users.</p> <p>Signs have been displayed to show emergency shut offs, fire escape points and refuge points.</p>
<p>Ensure that all disabled pupils can be safely evacuated and that planned fire escape routes are suitable</p>	<p>Termly Fire Drills successfully carried out, a log kept by Site Manager and overseen by Principal and Business Manager. All advice acted on immediately from Health, Safety and Welfare Unit's annual Health and Safety Audits. Site Manager is aware of fire evacuation route around music block.</p> <p>External bookings, through YK, are reviewed and fire evacuation procedures are clearly defined. A walk with Site Manager and YK will take place Summer 1.</p> <p>Review of fire drill with new ALT arrangements.</p>	<p>Business Manager and Site Manager with SENDCO/ARB Manager and Governors</p>	<p>Short-term</p>	<p>On-going review</p>	<p>Advice received and acted upon. Amendments to fire Drill are regularly made.</p>
<p>Ensure Access Plan is brought to the attention of Governors and review is discussed.</p>	<p>Scheduled walks with Site Manager and Safety Governors takes place. Weekly site team walk</p>	<p>Site Manager/Principal / Business Manager</p>	<p>Short-term</p>	<p>On-going review</p>	<p>Review by ALT to ensure school continues to comply with the DDA requirements</p>
<p>Internal movement</p>	<p>Health and Safety walk is carried out by Site Manager.</p> <p>The 4 lifts that are in College are regularly</p>	<p>Site Manager with SENDCO.</p> <p>Site Manager/Arrow</p>	<p>Short-term</p>	<p>On-going review</p>	<p>Students move around College in a safe and orderly manner.</p>

	maintained and serviced	Lifts/Kone/Zurich			
Where reasonable, review access for all prospective students	Forward planning, liaison with feeder school and prospective parents re: the needs of those students joining us.	Principal, SENDCO and Business Manager	Short-term	On-going review	Where reasonable, access arranged for prospective students by starting date
For building improvements, awareness and where reasonable improve access	Forward planning with Business Manager, Site Manager and ALT. Input from SENDCO.	Business Manager and Site Manager with SENDCO.	Short-term	On-going where either School Budget allows	Building projects to required standards taking in needs of those in the school and prospective students.
Review of external gate opening times	Planning which gates should be open.	ALT, Business Manager and Site Manager	Short-term	On-going	Students are safe and secure.
Review of toilet facilities around College	Upgrade toilet facilities around College summer 2017 (refurbishment)	Principal, Business Manager and Site Manager	Medium-term	Autumn 2017	New updated facilities A1 Health and Safety have done a review and a bid has been submitted to CIF. Results returned in Summer 2016
Review accessibility of Library shelves	Review with SENDCO and students to ascertain where reasonable improvements to access may be made	Principal, SENDCO and Librarian	Medium term	On-going	Greater unassisted access to resources
Continue review of Access Plan and needs of students/parents where reasonable	Parental and student involvement, invite suggestions and working together	Principal, Site Manager, SENDCO and Librarian	Medium term	On-going	Reasonable improvements made supported by recommendations of stakeholders
Disabled parking	Review taking place by Site Manager to improve disability parking. A review of the present car parking at the front of College is taking place	Business Manager/ Site Manager	Medium term	Spring Term 2017	Access for all visitors, parents and students

Further develop the ARB garden to make it accessible in all weathers.	Apply for funding from County to reduce the incline of the ramp entering the garden. Create a widened access, with a paving slab turning circle area to ensure safe access for all students and lay artificial grass. Initial plans to be drawn up to reflect the needs of the current students and prospective students.	SENDCO Site Manager ARB Manager	Medium term	Autumn Term 2017	Work has already been undertaken to make the area safe i.e. a gate and fence have been installed and the main area has been cleared.
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Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN students engaging in a range of enrichment opportunities	Tutors to monitor the involvement of students in extra-curricular opportunities and guide them towards an activity.	Tutors, Heads of House, ARB Manager and SENDCO	Medium-term	September 2017 On -going	This can be tracked via the A Plus Award and also in review meetings yearly.
Raise understanding of what makes a good listening environment.	Establish some training from the Hearing Service (David Underwood). We currently have 3 students in Year 7 with a hearing impairment.	SENDCO	Medium-term	Summer 2016	Students have access to the appropriate environment.

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that disabled students have reasonable access to school trips	Trips and visits advice to be reviewed to ensure that documentation includes specific advice on this entitlement and ensure set up of forms to indicate that advice has been followed. Ensure that each new venue is vetted and is accessible for disabled students.	Principal, ALT and SENDCO	Short-term	On-going review	Documentation on trips and visits clear on disabled access. Include recent legislation within a specific policy.
Continue to develop systems for involving TAs in curriculum planning	Continuing requirement for all HoFs to be made aware of the need to involve TAs in curriculum planning for disabled students and clear suggestions given to them over the best way to achieve this All subject linked TAs to give feedback on the degree to which they are involved in Curriculum planning	SENDCO	Short-term	End of Summer 1	All HOF have clear guidance Evidence of analysis communicated is available
Supporting transition for all new students	Attend transition planning meetings, TACs and where possible Annual Reviews for students in Year 6. Identify needs prior to transition and train/employ staff accordingly	Principal and SENDCO	Short-term		Smooth transition of students into College environment
Increase the confidence of staff in differentiating the curriculum to allow for disability	(a) Review reports from Performance Management and other reviews carried out in conjunction with student information and identify training needs	SENDCO/ALT	Medium term	Before next round of Performance Management Interviews	Staff development of knowledge to ensure all reasonable access to teaching and learning

	<p>(b) Review of software available for disabled students and staff, related to arising need.</p> <p>(c) Create a bank of strategies relating to specific needs.</p>	<p>SENDCO, HOFs and Network Manager</p> <p>SENDCO HOF</p>	<p>Medium term</p> <p>Medium term</p>	<p>Autumn 2017</p> <p>By end of Spring 2 2017. On-going.</p>	<p>Increased staff and student confidence and development in curriculum areas.</p> <p>All staff encouraged to contribute; teaching staff and LSA's.</p>
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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure information given to parents of disabled students is clear at time of new intake	<p>Information distributed at new intake evenings as part of admission packs.</p> <p>Support staff to create a data base.</p>	KS3 Coordinator and SENDCO	Short-term	Summer Term 2017	Clear and agreed sheet available and included in admission pack about accessible formats.
Ensure that there is clear guidance on accessible formats for information presented to students	Paper guidance on accessible format prepared	KS3 Coordinator and SENDCO	Short-term	Summer Term 2017	Clear guidance exists for staff
Ensure that there are routes to information, advice and guidance for parents of students with SEN.	Provide links from our SEN Information Report to other useful policies and the Local Offer.	SENDCO Resources Manager	Short-term	March 2017	

Continue to ensure access to school communications	Review communication formats and request parental and student feedback	SENDCO and Resources Manager	Medium-term	September 2017	Reasonable parental access to school communications
Where reasonable, successful access for all prospective students	Forward planning and liaison with feeder schools, prospective parents and Local Authority. Create access plans for individual pupils.	Principal, SENDCO and Business Manager	Medium-term	September 2017 and annually thereafter	Where reasonable, access arranged for prospective students by starting date
Ensure students in the ARB are being assessed and their progress reported on to mirror the process for the whole College.	Visit another ARB and investigate how assessment tools like 'B squared' are being used effectively. This is an essential aspect of the work for 2017 and in line with County advice and feedback from our last ARB review.	SENDCO ARB Manager	Medium-term	September 2017	The cost of any assessment package will need to be considered for 2017.

Bideford College Accessibility Plan 2017-2019

Bideford College is a larger-than-average-sized secondary school and is housed in one of the most modern school buildings in the country. Built in 2010 it has been designed and resourced to meet the demands of providing a first rate education for up to 1,800 young people between the ages of 11 to 19.

As a new build, Bideford College was designed and built to be accessible to all, it is fully compliant with the Disability Discrimination Act 2005. There has been acknowledgement throughout the school of Building Bulletin 93: Acoustic Design of Schools in England; where practical classrooms are carpeted, ceilings tiled and heavy doors/door seals used.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan must be reviewed every three years and approved by the Governing Body. The review process is delegated to a senior group of managers including, the SENDCO with support from the Business and Site Manager. It is monitored by the Principal and evaluated by the relevant Governors' committee.

Vision Statement

Bideford College aims to continuously improve the accessibility of provision for all pupils, staff and visitors to the school. We do this by;

- Continually reviewing the environment of the school, the way we plan, prepare and deliver the curriculum.
- Working hard to provide an atmosphere where all students feel safe and valued.
- Promoting an understanding of disability and work to show positive models of people with disabilities. We will avoid using stereotypes and use language which emphasises the person rather than the disability.
- Examining those parts of the active and extra-curricular activities which may have limited access for students with a disability and see if it is possible to provide learning experiences which promotes similar development of knowledge and understanding.

- Trigger an investigation of access within our planning cycle so that it is an explicit part of our School Development Plan.

Current Accessibility Features

The College already has extensive measures in place to ensure that our staff, students and visitors have access to all parts of the school and curriculum, some of these are set out below:

High Level Features	
<ul style="list-style-type: none">• Lifts to every floor of the building• Ramps connect all lower levels of the site• All doorways accommodate wheelchair access• All levels have disabled toilet facilities• There are no threshold step obstacles across the site• There is a EVAC Chair system in place• Every corridor has at least one Sound Field System equipped classroom• Self-contained SEN block• Disabled Parking Spaces• No step access to the site from street and car park levels	
Medium Level Features	
<ul style="list-style-type: none">• Induction Loop System fitted to Devon Hall.• Contacta Microphone/Speaker systems on all reception points.• Bed elevator fitted to SEN Area.• Height adjustable workbenches in catering.• Height adjustable sinks in technology classrooms.	
Low Level Features	
<ul style="list-style-type: none">• Perching stools• Wheeled stools• Wedged cushions• Enlarged maths equipment• Safety matting	<ul style="list-style-type: none">• Voice recorders• Writing slopes• Pen grips• Toilet steps• Specially configured laptops and tablet

<ul style="list-style-type: none">• Reading magnifiers• Coloured overlays• Lift pass	<ul style="list-style-type: none">• devices• Specially adapted steps for the use of technology equipment
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Identifying Future Needs

The Accessibility Plan will be updated in its entirety once every three years, although it will be amended annually to accommodate the needs of staff and students as they arise. To support this process the College has invested in specialists who will guide us and educate us on how we can constantly improve, these include staff with specialisms in:

- Hearing/British Sign Language
- Manual Handling
- Safeguarding
- Supporting Children in Care

Where skills beyond the capability of the staff team are required the College will seek to engage these services locally through its educational contacts.

Accessibility Action Plan

Action	Who	Time Frame
<i>When updating signage, consider adding braille imprints to assist blind and partially sighted persons.</i>	Site Mgr.	As updated
Ensuring the availability of a lift pass for students who need to access the lifts on a regular basis and additional passes for students who have a temporary incapacity due to injury.	Site Mgr.	Reviewed and updated annually
Ensuring the availability of a laptop for students who have been assessed to have a need to support their learning. Ensuring the availability of a laptop for students who have a temporary incapacity due to injury. Ensuring the availability of laptops during internal and external examinations.	Tech Mgr.	Reviewed and updated annually
To purchase a new mechanism to enable the lifting and lowering of adaptable tables as and when needed for wheelchair users.	Site Mgr.	ASAP
Maintaining the licences for learning support software, checking for regular program updates and the effectiveness of JCQ approved software; with ongoing IT support throughout internal and external examination periods.	Tech Mgr.	Reviewed and updated annually
Consider changing colour of paintwork on stair edges to ensure a contrast is visible.	Site Mgr.	As updated
Future consideration for ceiling track hoist in the wet room.	Site Mgr.	Upon medical recommendation

Independent accessibility of all corridor doors for independent wheel chair users.	Site Mgr.	As updated
As recommended by VI Advisor, In-touch technology to support individual access to wipe board use.	Tech Mgr.	Upon medical recommendation