

# Newton Abbot College

## Accessibility Plan 2021-2024

### **Purpose of plan**

The purpose of this plan is to show how our educational setting 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:

- full access to our setting's environment, curriculum and information
- 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 disadvantage and to ensure DSEN students retain their privacy and dignity
  - to publish an Accessibility Plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting:
  - recognises and values the students' knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities
  - respects the child and the parents' right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate:
  - we produce teaching support materials that raise awareness of the students' disabilities, as well as their abilities
  - we ensure teachers understand effective strategies that have been used for students historically and we regularly review these strategies to ensure they are impactful
  - DSEN students are included in recruitment process of Assistant Learning Coaches, including leadership opportunities such as Sports Leadership and Prefecture.
  - after college activities and trips are fully inclusive where financial difficulties may arise
  - we have enhanced transition processes to support students moving across key stages, deciding options and in preparation for Enrichment Days that might prove challenging for DSEN students
  - THRIVE style activities (BOXALL profiling) are used for individuals to improve self-esteem and social skills
  - the college holds the Diana Award for anti-bullying
  - we work with families and the EWO to support excellent attendance and offer some alternative curriculum opportunities for those who may become disengaged
  - we set aspirational targets for all students, including DSEN students, however we are flexible enough to personalise targets so that students remain highly motivated
  - home learning can be differentiated for identified students using Show My Homework and Knowledge Organisers support core learning for each subject
  - students with disabilities take part in full curriculum activities, including Lions Events

### **Increasing access to the college curriculum for disabled students**

All disabled students have access to a broad and wide curriculum, including:

- students have access to after college clubs
- leisure and cultural activities

- support to attend extra-curricular trips, through additional and specialist support, at no cost to the students
- advice is taken from external agencies, including GPs, Occupational Therapists, Educational Psychologists, advisory teams and Paediatricians

### **Improving access to the physical environment of the college**

Improvements to the physical environment of the college are made, where necessary, to ensure students retain access to education:

- there is level access to most specialist classrooms and facilities throughout the college
- physical access equipment is provided, including planning for audio and visual challenges
- specialist chairs are provided, where necessary, for students to use
- IT equipment and software is provided for students who need specialist help
- reasonable adjustments are made and, where appropriate, beyond reasonable adjustment to ensure students are fully able to access a broad curriculum

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

All students have access to additional written materials, where appropriate, including:

- handouts
- dyslexia friendly materials
- timetables
- texts
- textbooks
- college information
- home learning
- where additional materials are required, including through electronic provision, the college will make at least reasonable adjustments to ensure students receive a high quality education

### **Financial Planning and control**

The Local Academy Committee, Headteacher and Senior Leadership Team review the financial implications of the Accessibility Plan as part of the normal budget review process.

## Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Accessibility Plan to be completed and published on the college website	Ensure the final version is ratified by the Local Academy Committee	Senior Leadership Team	Short	Complete by 31.12.21	
Staff read a summary of the Equality Act in next Safeguarding training where a register is kept of attendees	Produce a handout for all staff to read and sign acknowledgement	Senior Leadership Team	Short	Complete by 31.10.21	
Staff understand the needs of students and action accordingly	Monitor, evaluate and review DSEN passports in order to further develop Quality First Teaching	Senior Leadership Team	Ongoing	Ongoing 2021-2024	

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Provide access to all parts of the college buildings and sites	Current lift to be regularly maintained  Ramps and/or adjustments to be considered when necessary and provided if necessary to support staff, students and visitors with disabilities and improved accessibility to lift keys	Senior Leadership Team	Dependent on need		

Provide accessible toilets for disabled students, staff and visitors	Existing facilities to be maintained	Senior Leadership Team	Accessible toilets available on all levels/buildings as deemed necessary		
Improved visibility in stairways and corridors	Corridor lighting changed throughout the college to improve visibility and quality of lighting  Additional signage, markings etc can be used if considered necessary	Senior Leadership Team	Dependent on need		

<b>Ensuring inclusion in the school community</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Ensure awareness of DSEN students' needs at Open Events	Discuss with prospective students and parents specific needs and how they can be accommodated	Senior Leadership Team	Dependent on need		
Ensure the admissions process collects information on student requirements	Discussions with students and their parents as part of the application process and Primary transition and improved mid-year admissions	Senior Leadership Team  Raising Standards Leaders and Data Manager	Dependent on need		
Enable CPD supports the expectation that staff fully understand the needs of DSEN students	Training to be provided on a needs basis either by in-house staff or bought-in expertise	Middle Leadership Team	Dependent on need		

		Senior Leadership Team			
		DSEN Team			

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff have regular CPD regarding additional needs and how they can be met	Ensure the DSEN team are well trained, particularly on ASD and brain injuries. This is to be disseminated to staff, predominantly through the DSEN passport, but also Challenge Spots and "Teacher Around The Child" meetings	Senior Leadership Team	Medium Term	2021-2024	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Provision of curriculum materials in different formats – braille, large print, audio	Provision to be made, as required	Middle Leadership Team  SEND team	Dependent on need		