

ACCESSIBILITY PLAN

Introduction

The College's primary aim is to foster a supportive environment between school and adult life, in which it provides high quality academic and general education programmes of study and strong pastoral support, that meet the needs of 16 to 19 year olds living mainly in the Colchester area, and leads to them acquiring the necessary qualifications, talents and skills vital for success in their adult lives.

This Accessibility Plan is a statement of intent regarding the College's commitment to developing and maintaining a fully accessible environment, and it affirms the College's dedication to the values contained in the Equality Act (2010). We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

As such, this plan is drawn up in compliance with current legislation and requirements of the Equality Act (2010). School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act (2010) a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Equality Act (2010) requires institutions to make "reasonable adjustments". This means putting things into place to make it easier for students with disabilities to prevent them from being placed at a substantial disadvantage. Our duty is to ensure that this is anticipatory – we will endeavour to create a culture whereby thought is given in advance to what adjustments might be needed in order to prevent that disadvantage.

Requirements

The Equality Act (2010) places 3 specific requirements on the Governing Body;

- ***To increase the extent to which students with disabilities can participate in the college curriculum.*** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- ***To improve and maintain the physical environment of the college to increase the extent to which students with disabilities can take advantage of education and associated services.*** This includes adding specialist facilities as appropriate – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- ***To improve the delivery of information that is provided in writing for students, staff, parents/carers and visitors with disabilities.*** The information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan should also be read in conjunction with the following supporting policies;

- Admissions Policy
- Bullying and Harassment Policy
- Inclusive Learning Policy
- Equality and Diversity Policy
- Child Protection Policy
- Special Educational Needs and Disability (SEND) Policy

The Plan will be monitored and reviewed by the Curriculum and Standards Committee of the Governing body on an annual basis, with opportunities to amend the plan being taken as the situation arises. In considering what is 'reasonable', the college will take account of:

- College budget and funding constraints
- The practicalities of making an adjustment
- Health and Safety factors
- The interests of other students
- The need to maintain academic standards

The Plan will be made available on the college website and in written format from the College Reception.

Accessibility Plan

1. Improving access to the curriculum

Objective	Strategy	Timescale	Responsibility	Reviewed (June 18)
Increase awareness of all staff to disability legislation and statutory requirements	INSET (including hearing impairment, Asperger's/autistic spectrum, mental health issues)	Annually – part of Summer INSET programme	AP Staff Development	<i>Positive comments from staff on availability of INSET sessions</i>
	E,D&O standing agenda item at all meetings	Continue	ED&O coordinator	
	Continue to release staff to attend specialist training	Continue	AP Staff Development	
Teachers differentiate the delivery of the syllabus appropriately for students with disabilities	Integrate strategies to support students with disabilities into Teaching and Learning INSET, and cascade within departmental meetings	Ongoing	AP staff, T+L group, development input from LS dept	<i>Differentiation a key T+L priority over several years – strategies embedded in SOW</i>
	Departmental representation on E,D&O working party	Ongoing	E,D&O lead	
Ascertain disabilities of students to enable reasonable adjustments to be made prior to the student arriving at college	Liaison with schools HLN plans – liaison with relevant Council SEND ops. Transition Process	Throughout admissions and marketing sequence	Liaison tutors/ Admissions team/ Director of Learning Support	<i>Good liaison developed with SENCO departments at schools, and ECC</i>

	Question regarding Learner needs on Interview to assist in the identification of any disability not previously disclosed	Interviews Nov-May Further checks available in enrolment period	Liaison tutors/ interviewers	<i>Admissions paperwork altered to better maintain confidentiality</i>
Highlight support available for students	Information included during the application and induction process on what support is available and how to access it Support highlighted as part of safeguarding tutorial sessions	Website and induction pack Tutorial programme	AP (Marketing) / Admissions team/ Director of Learning Support AP Pastoral	<i>Website altered to include section on Student Care</i> <i>Moodle Tutorial and Welfare sites with information for students</i> <i>Posters around college alerting students to services</i>
Analyse data from enrolment with regards to additional needs and take appropriate action	Risk assessment at enrolment	Enrolment	Personal/ Senior Tutors	<i>Data made available to ST</i>
	Initial Advice and Guidance (IAG) process. Speedy intervention or alteration of courses as appropriate Use of Go4schools to identify interventions required	Sept/Oct Throughout year	Personal/Senior Tutors Teaching staff	<i>Protocols being clarified re: communication of concerns, may be modified in light of linearity</i>
	Clear referral system for students with additional needs/ assessment where appropriate in college. Identification of those with the need for exam access arrangements	Throughout the academic year	Learning support dept./ used by all teaching staff	<i>Additional checks added in year – deadline for referrals in Feb</i>
Additional Studies activities	Full range of activities open to students with a range of abilities – all students encouraged to participate	Ongoing	AP	<i>Range of activities are accessible</i>

	Re-room activities where possible to allow access to all students	Ongoing	AP/Timetable coordinator	
College Trips and Visits	Trip leaders liaise with College Health Advisor with regards to students with disabilities or specific medical needs	Trip training in summer INSET programme	AP (Add Studies/Trips)	<i>Care plans made available where appropriate</i>
	Clear risk assessments and where necessary additional care plans in place Risk management and student support plan paperwork includes risk assessment of wider college activities.	Completed at initial planning stages for all trips	AP (Pastoral) /Health and Welfare Co-ordinator	<i>Early checks made when students apply for trips – coordinated by General Office. New Risk Management paperwork introduced for 20-21</i>
Increasing access to student services	Clear identification of support available through leaflets/website/tutorial programme	Throughout the academic year	AP (Pastoral)	<i>Student awareness of support – checked by student forum and Ofsted</i>
Increased tracking of students with high level needs to ensure no significant gaps in support provided or progress made	Use of tracking systems by pastoral staff/ learning support staff (Go4schools, MyConcern) Wider analysis included in E,D&O report	Autumn term	E+D coordinator Pastoral staff Director of Learning Support	<i>Data analysis of examination results – previously reported to Governing body</i>

2 Maintaining and improving access to the physical environment of the college

<i>Objective</i>	<i>Strategy</i>	<i>Timescale</i>	<i>Responsibility</i>	<i>Reviewed</i>
Staff are aware of the needs of individual students	Student LS information available on Columbus – use of OnePlan documents	Ongoing	Learning Support Dept./ All staff	<i>Reviewing processes of information sharing in line with GDPR</i>

	Fitness to study protocol – to allow modification of programme in light of changes to health/disability	Updated Summer 2018	AP (Pastoral)/ ST team	
Students with disabilities are timetabled in appropriate rooms taking into account need for specialist access arrangements (e.g. lifts)	Manual coursing to appropriate locations within college to ensure all students can access all subjects	Enrolment	Senior Curriculum manager (timetable)	<i>Range of rooming strategies deployed</i>
Pathways of travel around site are logical and well signed	Clear signs, with braille	Current	Premises	<i>Completed</i>
Provision of specialist toilet/hoist facilities	Conversion of existing facilities	Completed	Premises/SEND Dept.	<i>Completed</i>
Training in use of hoist facilities	Appropriate hoist and manual handling training	Updates are required	Premises/ SEND Dept.	<i>Completed in 2017</i>
Audit of entrances and exits to ensure maximum accessibility and full range of available routes	Pre-induction visit available to students to highlight alternative routes where necessary	Audit completed, pre-induction visit	Premises/ SEND Dept.	<i>Pre-induction visits introduced</i>
Monitor plans for all further new buildings/alterations to ensure accessibility for everyone on the site	Architects involved in buildings/alterations aware of legislation and ensure regulations are met	Ongoing	Premises	<i>No new buildings planned currently</i>
Liaise closely with ECC/relevant County Council to ensure appropriate funding to fulfil support requirements for high needs learners	Early identification of students and funding applications to ECC	Spring term – chased regularly	Director LS/ AP (Pastoral) Finance/HR	<i>Increasing numbers of HLN students</i>

3. Improving delivery of information

Objective	Strategy	Timescale	Responsibility	Reviewed
Increase the amount of communication using flexible	Increased use of SharePoint across college	Ongoing	Principal/AP (Comms)	<i>Increased use of website and e-mail</i>

online resources (allows for modification of font/size etc. to increase legibility)	General communications with parents carried out electronically where possible (e.g. Newsletter)			<i>communication with parents</i>
Improve access to college documents	Main college documents available as PDF files on public website	Ongoing	AP (Comms)/ AP(Marketing)	<i>Range of documents made available</i>
Increase website accessibility	Modifications to ensure website is more easily accessible on mobile devices	Ongoing	Website Manager/IT support	<i>completed</i>
Availability of hearing loop in main hall used for parents' meetings	Highlight availability to parents in communications Awareness of presentation methods to ensure clarity for those with disabilities	Existing	Premises	<i>Existing</i>
Use of technology to assist users with disabilities	Continued research into technology including voice recognition software for staff/students, and the use of reader pens by Learning support	Summer term	SEND Dept.	<i>Ongoing – as new technology becomes available.</i>

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Author/ Responsibility	AP – Designated Safeguarding Lead

