

Accessibility Plan

The successful implementation of the Accessibility Plan (AP) will have a positive impact on student outcomes, parental engagement and staff wellbeing. Its implementation must go beyond good intentions and goodwill.

The plan aims to continue to:

- **increase the extent to which students with disabilities can participate in the curriculum**
- **improve the physical environment to enable students with disabilities to take better advantage of education, benefits, facilities and services provided**
- **improve the availability of accessible information to students, parents, carers and staff with disabilities**

The students are the main beneficiaries. Implementation will benefit all students, not just those with protected characteristics

Accessibility Plan

Definition of disability

Purpose

As part of The Equality Act 2010 we have a duty to carry out accessibility planning for all stakeholders who have a disability. Our College's accessibility plan (AP) aims to:

- increase the extent to which students with disabilities can participate in the curriculum
- improve the physical environment of our college to enable students with disabilities to take better advantage of education, benefits, facilities and services provided, and
- improve the availability of accessible information to students, parents/carers, staff and governors with disabilities.

It is a requirement that the college's accessibility plan is resourced, implemented and reviewed and revised as necessary. The action plan will be reviewed annually.

The Accessibility Plan (AP) aims to create and maintain an inclusive and non-discriminatory environment for the college's students, staff, trustees, members and parents/carers. All students must be given the opportunity to excel in their formal and informal learning and the Governing Body is committed to eliminating any barriers to full and equal participation.

The Accessibility Plan (AP) brings all Bodmin College equality policies into line with the Equality Act 2010. It provides information about the legislative framework and highlights the need for all the college's policies to have due regard to the legislation as they are developed or reviewed.

The Policy serves as a reminder to all governors and college employees of their duty to eliminate discrimination and promote equal opportunities and good relationships. This must be evident at every level of activity from strategic planning to informal conversations.

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. Within our college community we have students and members of staff who have physical needs such as: Hearing or Visual Impairment, ADHD, Autistic Spectrum Disorder and medical needs such as heart disease, severe asthma and diabetes. Our plan also covers those students who have diagnosed eating disorders and those who have been disabled in the past for example students and staff who have recovered from cancer or who have a history of mental illness.

Vision and Values

We are committed to the highest standards of achievement possible in everything that we do. We believe that each student has personal and unique needs. They are valued, respected and equal members of the college community. Some however, may need more support than others if they are to achieve their full potential and where this is so reasonable adjustments will be made to help alleviate any disadvantage they may suffer.

The College Profile

There are currently 30.71% of students who have a Special Educational Need or Disability.

The Plan

Improving access to the physical environment

The college meets DDA requirements. In addition, there are: hygiene rooms, a number of lifts, a designated first aid room, and allocated parking spaces at the front of the building.

Improving access to the curriculum

Students with disabilities will access the curriculum supported by the college's Inclusion Team and specialist SEND provision. Parents and young people will be central to this process and the wishes of parents and the needs of the individual will inform provision.

The college curriculum is regularly reviewed by the Principal together with the Senior Leadership Team and college SENDCo, to ensure that it is accessible to students of all levels and abilities and is personalised for each student's need.

We aim to ensure that all resources and SEND provisions are used effectively and efficiently within the college setting in order to support the taught curriculum and enable students to reach their full potential.

Implementation: Reasonable adjustments

The policy will be delivered by:

- integrating equality issues into all our key policies, the college improvement plan, milestone reviews and performance management;
- ensuring that arrangements are in place to monitor and report on our progress against agreed actions and evaluate the impact on college improvement;

- identifying any differences in student outcomes and consider whether these differences are due in whole or in part to the protected characteristics of students;
- considering why such inequalities may exist and understand why the experience of inequality can impact on student outcomes;
- identifying appropriate corrective action and interventions that address the causes of inequality and drive the improvement in student outcomes

The college will make reasonable adjustments to ensure that all students are involved in every aspect of college life and that barriers to learning are removed. These may fall under the following headings:

- The buildings and grounds
- Teaching and learning
- Methods of communication:

Monitoring, Evaluation and Review

The Accessibility Plan will be monitored and evaluated by the Senior Leadership Team (SLT) and SENDCO through an annual report to the local governing body (LGB). The SLT is also charged with responsibility for identifying all policies/procedures which must have regard to the Accessibility Plan and drawing governors' attention to any areas where greater attention needs to be paid to achieving the AP's objectives.

Accessibility Plan 2022/23

Aim	Action	Person responsible
<p>Continue to improve the physical environment so all staff and students can access all areas of the College and all areas of the curriculum.</p>	<p>Complete accessibility plan spreadsheets (Mainstream – CSS and Greenfield - HLE) and conduct a site review to ensure good accessibility appropriate to need.</p> <p>Where physical restrictions are encountered the SENDCo should work within their areas of the College to make reasonable adjustment to ensure that no student or member of staff is disadvantaged.</p>	<p>CSS HLE</p>
<p>Continue to Improve the availability of accessible information to SEND students and their families.</p>	<p>Website update to include sections on SEND provision both in mainstream and within the ARB.</p> <p>Improve communication through:</p> <ul style="list-style-type: none"> • Staff CPD programme outlining good practice and expectations on the use of dyslexia friendly presentations, worksheets, text books • Where appropriate use Braille, large print, accessible language, on audio-tape, through sign language, using a symbol system • Staff CPD to include Makaton <p>Reasonable adjustments are made to ensure personalised communication is enabled where required to meet student and family needs.</p>	<p>CSS HLE</p>