

Bodmin College

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**

Evidence needs to be gathered and analysed in order to assess the impact of the actions taken and construct future action plans.

Consultation is essential.

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

CONTENTS

- 1. Definition of disability**
- 2. Vision and values**
- 3. College context**
- 4. The plans: improving access to – physical environment; the curriculum; information**
- 5. Implementation**
- 6. Monitoring, Evaluation and Review**

Accessibility Plan

1. Definition of disability

Purpose

1.1 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.

1.2 The Accessibility Plan (AP) is an integral part of the Single Equalities Policy (SEP) which aims to create and maintain an inclusive and non-discriminatory environment for the college's students, staff, governors 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.

1.3 The Accessibility Plan (AP) as part of the Single Equalities Policy (SEP) 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.

1.4 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.

1.5 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.

- 1.6 This plan should be read in conjunction with: The Single Equalities Policy; SEN Policy; Curriculum Policy and the College Evaluation and Development Plan

2. Vision and Values

- 2.1 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.

3. The College Profile

- 3.1.1 There are currently 16% of students who have an Special Educational Need or Disability

4. The Plan

4.1 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.*

4.2 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.

5. Implementation: Reasonable adjustments

5.1 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

5.2 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:

6 Monitoring, Evaluation and Review

6.1 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 2014-2015

<p>1.1 (increase extent to which disabled students participate in curriculum)</p> <p>Students with an SEND make good or better progress in line with all students nationally</p>	<p>Mj/SLT</p>	<ul style="list-style-type: none"> - Pathways process ensures students at KS4 follow appropriate curriculum which is aspirational and personalised - ICT audit from LA personal ensures appropriate technology in place. (Linked to digital leaders) - Data dashboards identify students underachieving – appropriate provision put in place - Increased engagement with parents (structured conversations) identifies barriers to learning and provision written into provision map - Environmental audit from OT identifies areas of strength and development - Staff audit identifies CPD needs - College works with LA to develop practice (Quality mark AFA) - In line with the New Code of Practice 2014 Student and parent voice is regularly sought to inform practice - <i>Ensure that all college trips & residential visits are accessible for students with a disability</i> 	<p>Mj/SLT monitor curriculum provision and ‘readiness’ for next stage (Term4-6)</p> <p>Mj reports termly to NM on dashboard data</p> <p>Mj reports to Governors and SLT (Mj/Support Staff identifies needs and plans appropriate programme</p> <p>Mj works closely with intervention group leaders to chart progress and monitor impact.</p> <p>Mj/Mg monitors participation in all aspects of college life</p>
<p>2.1 Continue to improve the physical environment</p> <p>All students and staff can access all elements of the college building</p>	<p>Mj/SLT</p>	<ul style="list-style-type: none"> - Provide ongoing training for the use of evac chairs - Continue to improve sensory environment through yearly audit and student and parent voice 	<p>Mj (Ongoing)</p> <p>Mj (Ongoing)</p>
<p>3.1 Continue to Improve the availability of accessible information to disabled students.</p> <p>Communication is effective for students and families of disabled students.</p> <p>Reasonable adjustments are made to ensure personalised for student and family needs</p>	<p>Mj/SLT</p>	<ul style="list-style-type: none"> - Consult with parents and students on accessibility of: communication. VLE, website, letters - Build into staff CPD programme expectations on the use of dyslexia friendly presentations, worksheets, text books - Where appropriate use Braille, large print, accessible language (no jargon), on 	<p>Mj/Nm</p> <p>Mj/Nm</p> <p>Mj/EXS</p>

		audio-tape, through sign language, using a symbol system	
--	--	--	--