ACCESSIBILITY PLAN

Presented to:

**Governors' Students and Safeguarding Committee
23 November 2021**

Date approved:[1]	21 November 2017 Full Local Governing Committee
Date reviewed:[2]	23 November 2021
Date of next review:[3]	Autumn 2024

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[1] This is the date the policy was approved by the meeting
[2] This is the date the policy was reviewed prior to its approval above
[3] This is the date as set by the policy review clause or the date approved plus 3 years

ARTHUR MELLOWS VILLAGE COLLEGE

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1.0   AIMS

1.1   Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled students.

1.2   Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

1.3   At Arthur Mellows Village College we are committed to ensuring equal treatment of all our students, parents/carers, employees and all others involved in the school community, who may have any form of disability. We will endeavour to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery.

1.4   Our school will not tolerate harassment of young people or adults with any form of impairment; this also includes students who are carers of any disabled family member.

1.5   This plan will be made available online on the College website, and paper copies are available upon request.

1.6   Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.7   The school supports any available partnerships to develop and implement the plan. Information on the Peterborough City Council Local Offer can be found at: www.peterborough.gov.uk/localoffer

1.8   The needs of a range of stakeholders have been considered in the development of this accessibility plan, including students, parents/carers, staff and Governors.

2.0   LEGISLATION AND GUIDANCE

2.1   This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Guidance for Schools on the Equality Act 2010.

2.2   The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

2.3   Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.4   Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aids.

3.0 ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. Increase access to the curriculum for students with a disability	• Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum eg visuals, practical resources, scaffolded materials, vocabulary banks, glossaries, handouts, notes, double booking • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students • Reasonable adjustments are discussed with all staff to ensure access arrangements to be identified and actions for external examinations • Outreach to external services and agencies to ensure good practices in the College eg early help, CAMHS, AATS, LA, CHUMS • Outreach to external services and	• To ensure that teachers have increased awareness of the needs of students and different learning styles • To ensure that work is appropriately differentiated to support progress • To ensure that PSHE content / assemblies / collapsed promotes inclusivity and equality and tolerance	• Ensure SEND Profiles are updated regularly and distributed (termly) • Ensure recommendations from external professionals (Educational Psychology, Sensory Team, Physiotherapy and OT) are put into practice Model differentiation where appropriate Ensure assistive technology (laptops, iPads, Roger Pens etc) are available where appropriate. • Elements in place and reviewed termly / yearly as necessary	SENCO	• Ongoing and reflective in practice • End of term assessments, parents evenings, 3 monitoring points	All items to be audited by designated SMT/HOD/governors and learning walks Increased awareness of needs, differentiation of curriculum to accommodate the needs. Evidenced in seating plan, SEN provision mapping and SEN support and lesson monitoring and tracking

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	agencies to secure expert and specialised support • Outreach to specialist teachers who offer recommendations on existing good practice • Review of students' progress and additional needs through annual and termly reviews • Use of assistive technology to support students gain access to curriculum to help achieve potential					

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2. Promote a sense of belonging	• Classroom set up to ensure mutual respect for ability / disability / behaviour through disability or not • Classrooms are appropriate safe places for learning to take place despite various disabilities • Strategies are in place for dealing with unacceptable behaviour • Tolerance, inclusivity of others are promoted with assemblies, collapsed days, promoting differences and togetherness	• To ensure that Classrooms are to be appropriate safe places for learning to take place despite various disabilities. • To ensure that strategies are in place for dealing with unacceptable behaviour.	• Develop social interaction with peers and wider opportunities. • Encourage PD students to mix with mainstream peers in the canteen / playground.	Whole school community. HOY / SENCO / Class Teacher	Ongoing and reflective in practice.	Stronger bonds, greater social interaction of disabled students with non-disabled. Evidence of progress for all students.

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3. Improve and maintain access to the physical environment	• The environment is adapted to the needs of students as required. This includes the individual elements in the rows below:	• To ensure all students have freedom of access the school site and the education it offers and to provide a place of wellbeing that they can access easily on the ground floor • To address issues relating to students' physical environ-ment during Open Eyes /Student Council meetings once termly and to continue to have as an agenda item • To promote student independence as part of Preparation for Adulthood	• Training for staff and students in using specialist equipment inc. wheelchairs, evacuation equipment and ICT. Provide wheelchair skills training where necessary Provide independent travel training around school and in the local community for students Provide life skills teaching eg Cooking skills. Training to be provided termly and yearly	SENCO	Ongoing and reflective in practice	All items to be audited by SENCO, Student Council representative and Head of College Issues are raised and addressed. Students feel their dignity is respected and independence promoted
	• Accessible SEN room / wellbeing hub on ground floor	In place	Wellbeing hub completed. For students to be timetabled every year	SENCO	Complete	
	• Ramps		In place	Site Manager	Complete	
	• Heightened contrast on steps / stairs		Acceptable	Site Manager	Complete	
	• Elevators	Short to long term	Acceptable / refurbish	Site Manager	July 2022	

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	• Corridor width	Short term	Acceptable	Site Manager	Complete	
	• Adjustable tables in dining areas	Short term	To be in place by September 2022	Site Manager/ SENCO	2022	
	• Disabled parking bays	Short to long term	Sufficient / future increase	Site Manager	In place	
	• Hoists and standing frames	In place	Acceptable. To be serviced every 6 months	Site Manager/SENCO	Complete	
	• Disabled toilets	Short term	In place	Site Manager	Complete	
	• School minibus	In place	In place	Site Manager	Complete	
	• Disabled changing facilities	In place	Work ongoing	Site Manager	July 2022	
	• Library shelves at wheelchair – accessible height	Short term	In place	Site Manager	Complete	
	• Automatic doors to playground area	In place	Acceptable but needs monitoring	Site Manager	2021	
	• Timetabling of adult to accompany young person in wheelchair	In place	Acceptable	SENCO	Complete	
	• Timetabling of lessons downstairs to minimise movement around building	In place	In place	SENCO	Complete	
	• Allowing students to leave lessons early to negotiate corridors before they become busy	In place	in place	SENCO	Complete	

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	• Further adaptation to disabled toilet to incorporate a wet room / changing room facility	In place	In place	Site Manager	Complete	
	• Implementation of roof tracker for further hoist mechanisms	In place	Need to add hoist. Serviced every 6 months	Site Manager/SENCO	When need arises	
	• Purchase of Sara Flex hoist	In place	In place. Training required every year	SENCO	Complete	
	• Good contrast of colour between flooring and the walls	In place	In place	Site Manager	Complete	
	• Good colour contrast between the chairs and the flooring	In place	In place	Site Manager	Complete	
	• Corridors are wide and clutter free making them safe to travel through	In place	In place	Site Manager	Complete	
	• One way system which works well for crowd control	In place	In place	SMT	Complete	
	• Students of any disability are offered maps of school, timetable with staff photos	In place	In place	SENCO	Complete	

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4. Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	To ensure all students have the same opportunity to access the curriculum and wider educational offer	• Student voice and student involvement is regular practice • School website • Regular communication with SEN parents- three formal contact points every year • SEN yearly report and termly provision mapping	SENCO	Ongoing and reflective in practice	All items to be audited by designated SMT member Students will feel included and equal
	• Access to laptops	Short term	Available on request	SENCO and VI hub manager	Available	
	• Internal signage	In place	In place	Site Manager	Ongoing	
	• Use of assistive technology eg Alpha Smart / iPads / Laptops	In place but reviewed	In place	SENCO	As needs arise	
	• Powerpointed lessons	In place	In place	SMT	Complete	
	• Large print resources	Short term	Available on request	SENCO	Available	
	• Braille	Short term	Available on request	SENCO	Available	
	• Induction loops	Short term	Available in some rooms	Site Manager	Available	
	• Interactive Whiteboards	In place	In place	Site Manager	Complete	
	• Pictorial or symbolic	Short / medium term	Initially in SEN	SENCO	Yearly/ongoing	

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	representations					
	• Internal information sharing for in-class adjustments	Short term	Termly review	SENCO	Available	
	• Modifying and adapting of materials to meet needs of students	In place	In place	SENCO	Available	
	• A suite of exams access arrangements offered	To ensure every young person will achieve maximum potential.	For students to be assessed yearly by exams access officer. For teachers to regularly flag to exam access email and provide SENCO with evidence	SENCO	Ongoing and yearly	
	• Use of VI / exams access emails for staff to email in current / existing concerns. Manned by admin staff	As above	In place	SENCO	Ongoing and yearly	

Any items not in the above schedules will be reviewed as a matter of urgency as and when they arise and then prioritised accordingly.

| 4.0 | **LINKS WITH OTHER POLICIES**

This accessibility plan is linked to the following policies and documents:
- Health and Safety Policy
- Equality and Diversity Policy
- Equality Duty statement
- Special educational needs (SEND) Policy
- Supporting Students with Medical Conditions Policy
- Child Protection policy |
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| 5.0 | **REVIEW**

The Local Governing Committee (or responsible committee) will review this policy in line with the procedure for policy review

Date for review - If no other reason for review (see policy review procedure) this policy will be reviewed in 3 years. |

Glossary

AATS	Autism Advisory Teacher Service
CAMHS	Children and Adolescent Mental Health Services
CHUMS	Charity – Mental Health and Emotional Wellbeing Service
HOD	Head of Department
HOY	Head of Year
LA	Local Authority
OT	Occupational Therapist
PD	Physical Disability
PSHE	Personal Social Health and Economic Education
SEN(D)	Special Educational Needs and Disability
SMT	Senior Management Team
VI	Vision Impairment