

# **CLAVERHAM COMMUNITY COLLEGE**



## **Accessibility Plan**

**2019 - 2022**

Approved: M Whitehead, Chair of Governors

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## Accessibility Plan 2019 - 2022

### Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Colleges: Planning to increase access to Colleges for disabled students', issued by DfES in July 2002.

### Definition of Disability

Disability is defined by the Disability Discrimination Act 1995: "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 Objectives of the Accessibility Plan

- 1 to increase the extent to which disabled students can participate in the College curriculum;
- 2 to improve the physical environment of Claverham College to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services;
- 3 to improve communication to students and parents

### Principles

- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the College's aims and equal opportunities policy, and the operation of the College's SEN policy;
- The College recognises its duty under the DDA (as amended by the SEN and Disability Act 2001)
- 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 substantial disadvantage
- To publish an Accessibility Plan
- The College recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. (*General College Policy and SEN policy*);
- The College provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum. (*Curriculum Policy/Development Plan/SEN Policy*);
- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

## **Activity**

This section outlines the main activities which Claverham undertakes, and is planning to undertake, to achieve the key objectives (above).

### **1 Increasing the extent to which disabled students can participate in the College curriculum**

We see this as covering not only teaching and learning but also the wider curriculum such as College clubs, leisure, sport and cultural activities and College visits.

- Year on year planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

### **2 Improving the physical environment of the College**

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access The College will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (*DfES Guidance 'Accessible Colleges'*)

### **3 Provision of Information**

The College will make itself aware of local services, including those provided through the LA for providing information in alternative formats when required or requested (*DfES Guidance 'Accessible Colleges'*)

- Modified examination papers
- Modified resource and support material
- ICT facilities

### **Related Claverham Policies**

This Plan will contribute to the review and revision of related College policies e.g.

- College Development Plan
- CPD Policy
- SEN policy
- Curriculum Policy
- Health & Safety Policy

# Claverham Community College

## Accessibility Plan 2019 - 2022



## Section 1: Improving Access to the Curriculum

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Key Staff</b>	<b>Resources (Budget)</b>	<b>Success Criteria</b>	<b>Current Status</b>
1.1	Increase confidence of staff in differentiating the curriculum.	Assign regular CPD training for identified areas e.g. dyslexia, dyspraxia, hearing loss. To include methods of differentiation.	On-going.	SENDCO/CPD Coordinator	CPD budget	Raised confidence of staff in strategies for differentiation and increased pupil participation.	On-going.
1.2	Ensure TAs have access to specific training on disability issues.	Use staff audit to identify TA training needs and inform Professional Development process	On-going	SENDCO/CPD Coordinator	CPD budget	Raised confidence of TAs as above. Now have SEN staff with S & L qualifications, Dyslexia qualifications, ASD Qualifications. HLTA.	On-going.
1.3	Ensure that there are a range of competencies amongst the TA team.	Use staff audit to look at number of SEN staff required.	Regular and On-going	SLG/SENDCO	CPD Budget & SEND staffing	Rolling programme of recruitment and training enables a range of competencies to be developed within the TA team.	On-going.
1.4	Review all curriculum areas to include disability issues.	a) Include specific reference to disability equality in curriculum reviews.  b) Develop PSHE and Citizenship curriculum to address disability equality issues.	On-going  On-going	Headteacher /Subject leaders  PSHE and Citizenship Co-ordinator	Subject Capitation  Staffing Budget	Introduction and monitoring of disability issues into all curriculum areas.  Head of PSHE in place. SMSC Curriculum in place and delivery underway planned by PSHE, RS, PV & Careers – Lead by DJC.	On-going  On-going

		c) Ensure that extra-curricular activities, trips and visits are accessible to students disabilities.	On-going	HoS, HoH and EVC		EVC to liaise with trip organisers to ensure that provision is in place for all students to participate.	Embedded .
1.5	Plans in place for all students identified as needing a Health Care Plan.	JM, HoH, SENDCO and DLC to identify students together with parents collaboratively plan and implement a Health Care Plan which will be regularly reviewed.	On-going	JM/DJC/HoH /SENDCO/ DLC	SEND funding	Students identified successfully through HoH, SENDCO and DLC together with parents. Plan written by HoH with parents, JM, SENDCO and DLC. Plan reviewed regularly collaboratively with parents to ensure students' needs are met.	Embedded
1.6	Review curriculum to ensure that it meets the needs of all students and especially those with disabilities.	a) Ensure high expectations for all students across all curriculum areas.	On-going	HoS		Subject reviews and stakeholder surveys show high levels of expectation from staff.	On-going
		b) Regular review of all curriculum areas to ensure accessibility for all.	On-going	TLS/CHW/ SEW		Subject reviews demonstrate accesibility for all students to suitable courses within the curriculum.	On-going
		c) Ensure that marking and assessment support high levels of pupil progress	On-going	HoS/ Ach Team	Subject Capitation	Policy in place and followed as demonstrated by work scrutiny. Methodology supports high levels of students' progress.	On-going
		d) Ensure that classroom organisation supports access by disabled students.	On-going	Hos/ASE	B&M budget	Rooming supports disabled access to lessons. Organisation within rooms supports access and progress.	On-going
The College will continue to seek and follow the advice of LA and DFE services, such as specialist teacher advisors and SEND inspectors/advisors, and of appropriate health professionals from the local NHS trusts.							

## Section 2: Improving Access to the Physical Environment

	<b>Objective</b>	<b>Actions</b>	<b>Timescale</b>	<b>Key Staff</b>	<b>Resources (Budget)</b>	<b>Success Criteria</b>	<b>Current Status</b>
2.1	Ensure that all members of staff are aware of any individual access needs.	Create access plans for individual disabled children as part of SEND planning process	On-going	SENDCO	SEND Budget	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.	Embedded
2.2	Increase the number of DDA compliant buildings in the college.	Look to redesign aspects of the school in conjunction with EFA through PSBP2 project.	July 2022	PAS/Site Manager/EFA	EFA Budget	Areas of the College site under consideration for EFA PSBP2 are renovated, redesigned or rebuilt in line with DDA compliance.	On-going
2.3	Ensure that all signage is accessible to those with sensory and communication difficulties	Ensure that all signs / maps etc. in the College are of a visual nature. Regularly asses and improve all existing signs.	On-going	SENCO/Site Manager	Building Maintenance	Carry out review biannually to audit all visual signs. Signs are replaced or altered as appropriate.	On-going
2.4	Work with DFE and Bowmer and Kirkland to ensure that all aspects of the new build programme support the use of facilities through DDA compliance.	a) Ensure that the temporary building solution is DDA compliant. b) Ensure that plans for new build are DDA compliant.	May 2020  May 2020	PAS/JM/SLC/External Contractors	EFA Budget		Underway, planned completion Sept 2022.
2.5	Renew painted highlighting to external steps.	Ensure all steps are repainted to highlight accessibility issues.	Bi-annually	Site manager	Building Maintenance	All steps painted.	Underway

2.6	Improve access to the art block and improve restricted access to the undercover area.	a) Architect assigned to draw up plans to improve access to the art block. b) Works completed which also improve access to the restriction of access to the covered area.	Sept 2022	Site Manager/ Business Manager	Capital budget	Building works completed, accessibility improved to both the art block and the covered area.	Planned for completion after new build.
The College will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.							

### Section 3: Improving Access to Information

	Targets	Actions	Timescale	Responsibilities	Resources (Budget)	Success criteria	Current Status
3.1	Review information to parents/carers to ensure it is accessible	<p>a) Survey parents/carers about access needs when child is admitted to school</p> <p>b) Review all letters home to check reading age/Plain English, refer to <i>East Sussex County Council has produced 'Editorial guidelines and house style'</i></p> <p>c) Produce newsletter in alternative formats e.g. large print, Braille (as required)</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Principal</p> <p>Principal/ LP / Repro</p> <p>LP</p>		All parents getting information in format that they can access e.g. tape, large print, Braille.	On-going
3.2	Ensure all staff are aware of guidance on accessible formats	<p>a) Distribute East Sussex guidance on good practice in accessible formats and Editorial guidelines.</p> <p>b) Provide guidance to staff on dyslexia and accessible information.</p>	<p>Completed</p> <p>Completed</p>	<p>SENDCO</p> <p>SENDCO</p>	<p>SEND budget</p> <p>SEND budget</p>	<p>Members of staff to produce routine information to children in more accessible ways.</p>	<p>Embedded</p> <p>Embedded</p>
3.3	Inclusive discussion of	a) Ask parents/carers and	On-going	SENDCO	SEND budget	Staff more aware of pupil's	Embedded

	access to information in all student annual reviews	children about access to information and preferred formats in all reviews.				preferred methods of communication. Achieved and ongoing	
3.4	Staff to be better informed on how to respond when challenged by pupils in a potentially volatile situation.	Strategies created for school responses. These will explain disabilities, typical behaviour patterns and give advice on appropriate actions to take.	On-going	PAS/DJC/ DBO/CJT	Social Inclusion/CPD budget	Staff to understand and demonstrate strategies including use of SIMS where necessary	On-going
3.5	Review information to parents/carers	Review website to see if alternative language can be used and review newsletters for different formats	On-going	CCC/DLR	Admin	Parents/Carers feedback and number of hits on website	On-going
3.6	Produce SEN Local Offer: SEN information report which is accessible to parents/carers	Ensure annual review of offer	September each year	DLR/PAS	SEND	Increased confidence of parents/carers with SEND to support their children's education.	Embedded – reviewed annually

## **Access facilities at Claverham for SEND pupils**

### **Physical Access facilities.**

Auto Wheelchair access doors at Reception, Sports/ICT building and the Sports Centre.

Lift in main building.

2 portable ramps.

Wheelchair lift giving access to the Sports Centre Main Hall and to Fitness suite.

Ramped access/Wheelchair access to 6 external buildings.

8 Wheelchair accessible exits/entrances to the main building

Two sound adapted classrooms.

Handrails on every internal and external staircase.

Different coloured walls for each section of the college

Wall and skirting colour in contrasted colours.

3 Disabled toilets.

Main pupil toilets also have wide access doors and sinks in one cubicle.

Two disabled parking spaces close to Reception.

Signage around has been designed with communication difficulties in mind.

### **Teaching Access facilities for pupils with SEND**

Access to laptops, tablets, Kindles and Alpha smart technology

Software programmes such as, Lexia, Clicker six, Communicate in Print.

Dyslexia friendly

Specialist Dyslexia teacher.

Qualified specialist Dyslexia teacher. Teaching assistants with dyslexia qualifications.

Regular Dyslexia training to all staff.

Speech and Language.

Teaching assistants with S & L qualifications.

ASD TA running social skills group sessions.

Break and lunchtime clubs for vulnerable pupils.

### **Literacy and Maths**

Differentiated curriculum

Modified curriculum.

Nurture group in Yr 7 to cater for pupils with possible transition problems.

Catch up programmes for Yr 7.

Reading programmes for Yr 7 & 8.

One to One tuition in Maths, English, Science.

Testing and monitoring for access arrangements to external exams.

### **Pastoral Support systems**

House System.

Pastoral support rooms for KS3, KS4 staffed by seven staff, two teachers and 5 support staff.

Student counsellor.

Support from LSS inc Educational Psychologist, Speech and Language therapist.

Support from ESBAS for behaviour and attendance.

Frequent updating of SEN practice for all staff on a rotating programme.