

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:

Increase awareness of all staff to disability legislation and statutory requirements;

Teachers differentiate the delivery of the syllabus appropriately for students with disabilities;

Ascertain disabilities of students to enable reasonable adjustments to be made prior to the students arriving at college;

Highlight support available for students;

Analyse data from enrolment with regards to additional needs and take appropriate action;

Ensure a full range of activities open to students with a range of abilities – all students encouraged to participate where appropriate;

College trips and visits

- Trip leaders to liaise with college SENCo and/or Medical Care Plan Coordinator with regards to students with disabilities or specific medical needs
- Clear risk assessments, and where necessary, additional care plan in place
- Risk managements and students One Plan paperwork includes risk assessment of wider college activities where appropriate.
- We always endeavour to ensure reasonable adjustments can be made to accommodate all needs for trips, however this is not always possible due to the nature of the trip and/or the students needs.

Increased tracking of students with high level needs to ensure significant gaps in support provided or progress made.

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

Staff are aware of the needs of individual students;

Students with disabilities are timetabled in appropriate rooms taking into account need for specialist access arrangements, e.g., lifts;

Pathways of travel around site are logical and well signed;

Provision of specialist toilet/hoist facilities;

Staff training in hoist facilities;

Audit of entrances and exits to ensure maximum accessibility and full range of available routes;

Monitor plans for all further new building/alterations to ensure accessibility for everyone on the site;

Liaise closely with ECC/relevant County Council to ensure appropriate funding to fulfil support requirements for high needs learners.

3. Improving delivery of information:

Increase the amount of communication using flexible resources (e.g., allowing for modification of font size etc);

Maintain access to college documents;

Maintain website accessibility;

Availability of hearing loop for parents' meetings in the drama studio and reception area;

Use of technology to assist users with disabilities.

Review Date	May 2027
Author/ Responsibility	Assistant Principal – Director of learning support