

# Disability Access Plan Policy

<b>Policy</b>	Disability Access Plan
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<b>Considered by Committee</b>	Personnel
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<b>Next Review</b>	November 2021

## **Changes**

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November 2018      Major revision of 2010 policy

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## Introduction

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The aim of this plan is to set out how Egguckland Community College intends to increase the accessibility of all activities and facilities to disabled pupils over time.

## Definition of Disability

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For the purpose of this policy Egguckland Community College follows the definitions of 'disability' as provided in the Equality Act 2010.

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

'Substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed

'Long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection. (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>, [Accessed Nov 2018])

The term 'physical or mental impairment' includes a wide range of physical and mental health conditions, neuro-developmental conditions and injuries which have a long-term impact on daily activity. For the purpose of this policy, Egguckland Community College uses the definitions of disability provided in the Equality Act 2010.

This document is divided into 3 sections:

- Section 1: An audit of the present position using the DfE audit checklist
- Section 2: General principles of the Trust's approach to equality of access for disabled students
- Section 3: Action Plan for improving accessibility 2018 - 2021

## Self-Audit – Accessibility

Audit point	Access to the Curriculum	True in all areas for all students currently on roll	Not true for every area or every student currently on roll	Not true
1	The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.		✓	
2	Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
3	Are your classrooms optimally organised for disabled pupils?		✓	
4	Do lessons provide opportunities for all pupils to achieve?	✓		
5	Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✓		
6	Are all pupils encouraged to take part in music, drama and physical activities?	✓		
7	Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
8	Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
9	Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
10	Do you provide access to computer technology appropriate for students with disabilities?		✓	
11	Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
12	Are there high expectations of all pupils?	✓		
13	Do staff seek to remove all barriers to learning and participation?	✓		

Audit point	Access to the Physical Environment	True in all areas for all students currently on roll	Not true for every area or every student currently on roll	Not true
14	Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	✓		
15	Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓ see below		
16	Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓	
17	Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		✓	
18	Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			✓
19	Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓	
20	Are areas to which pupils should have access well lit?	✓		
21	Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?		✓	
22	Is furniture and equipment selected, adjusted and located appropriately?	✓		
Audit point	Access to Written Information	True in all areas for all students currently on roll	Not true for every area or every student currently on roll	Not true
23	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		
24	Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓		
25	Do you have the facilities such as ICT to produce written information in different formats?	✓		
26	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

## **General Principles of the Trust's Approach to Equality of Access for Disabled Students**

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**Review of the Trust's provision of equal access should be undertaken on a regular and scheduled basis involving but not limited to; SENDCo; SEND Trustee; Leadership Team; Curriculum Development Team; CPD Team; Premises Team; Support Staff Team; Curriculum, Pastoral and Inclusion Teams.**

The Trust maintains links with agencies that can advise on best practice in making reasonable adjustment for the specific needs of students currently allocated a place. The Trust invites relevant agencies to monitor and give feedback on the adjustments made to ensure that the Trust's judgment of 'best endeavours' is validated by local experts, as identified in the Plymouth Local Offer.

### **Access to the Curriculum**

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- The overriding principle is to provide full curricular access, to the maximum extent possible under the principle of 'reasonable adjustment', to all students who have been allocated a place at Eggbuckland Community College.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the environment, curriculum and teaching methods.
- The Trust aims to provide a detailed summary of any disabilities and associated needs, for all students on roll, which can be accessed by teachers for all students in the classes they teach. This system is known as 'What you need to know / do'.
- Teachers are responsible for ensuring that they have accessed the information provided about their students and for using their best endeavours to adapt the advice given to ensure that their teaching and learning environment is accessible to all students allocated to their classes. This is evidenced through regular audit of teachers' use of the 'Know Your Class' system.
- All staff are responsible for reporting via the Trust's management and reporting structure, where they believe that factors outside their control prevent them from making a necessary and reasonable adjustment in response to a student's disability. The Trust has procedures in place, including but not limited to Inclusion Team Supervision sessions, through which further adaptation can be planned, or advice sought from appropriate outside agencies.
- Curriculum Teams and the College's Leadership Team are responsible for identifying staff development needs, to improve the ability of teachers to meet the needs of students allocated a place at the Trust and include these within the Appraisal systems.

### **Access to the Physical Environment**

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Context: Eggbuckland Community College occupies a site characterised by steep ground, multi-level buildings (mainly) constructed in the 1970's and 80's, multi-level outdoor areas, narrow corridors and staircases.

- The Trust must seek to use its best endeavours to make reasonable adjustments to meet the needs of disabled students allocated a place, within the Trust's admission policy in force at the time.
- The Trust's aim is that all refurbishment and new building will be undertaken with full regard to the Building Regulations in force at the time, with the intention of making our best endeavours to make reasonable adjustments to enable access for any student who could be allocated a place, within the Trust's current admission policy.

## Access to Written Information

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- Where students need to be provided with written information this should be adapted in advance to meet the needs of their identified disability. This may include, but is not limited to, modified language, colour, print size or layout. This is the duty of the member of staff generating the information and includes, but is not limited to; the class teacher; any member of staff supplying written information for any purpose, through any platform, intended to be accessed by a student who's disability necessitates an adaptation.
- The Learning Support Team is responsible for identifying, assessing and communicating details of the needs of students with disabilities, using the information available to them, as provided by the student, parents, previous settings, outside agencies and Trust staff.
- Assessment methods and feedback for learning or in reports must take into account any needs arising from a student's disability.
- The use of presentation technology and virtual learning environments (VLEs) must take into account any needs arising from a student's disability, recognising that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working. This is the responsibility of the member of staff making the presentation or commissioning the VLE. Where staff commission presentations from persons outside the Trust, they should use their best endeavours to ensure that the presenter is aware of and has adapted materials to meet the needs any students with disabilities.

## Action Plan for Improving Accessibility 2018 - 2021

Audit point	Improvement Target	Tasks	STATUS / TIMESCALE	Responsible staff	Success criteria
All	Students with disabilities have their needs and progress reviewed regularly	All students with identified disability to have their support reviewed according to the recommendations of the SEND Code of Practice 2015	Ongoing	SENDCo, Learning Support, Inclusion and Pastoral Teams	Reviews recorded according to current practice, evidencing the graduated approach cycle of Assess, Plan, Do, Review.
All	The Trust uses its best endeavours to access support available for disabled students and their families, through the Plymouth Local Offer.	Ensure reliable access to the Local Offer from Trust ICT platforms. Ensure that parents are signposted to the Local Offer through personal contact and via Trust web feeds.	In place for most currently identified needs.  Ongoing / continuous development	SENCo, AP Inclusion, PR Manager, ICT Support Manager.	Increased awareness of the availability and services offered by external agencies.
1, 10	Students will have access to suitable ICT, for recording and learning purposes, when this is required as a result of their disability	Introduce a word processing policy.  Provide suitable and sufficient hardware.  Provide suitable software.	Word processing policy by summer 2019.  Other aspects: asap, as required.	SENDCo, Leadership Team	Students requiring assistive technology for the purpose of accessing or recording their learning, will have access to suitable hardware and software when required.
2	Information about students' disabilities are accessible to all staff with reason to require this.	Improve access to 'What you need to know / do' so that relevant staff can access information relating to any student for whom they have a responsibility	In place for class teachers. Access is limited for students in other contexts.  By summer 2019	AP Inclusion, SENDCo, ECC SIMS managers	Relevant staff are able to demonstrate access
3	The College curriculum offer reflects the College's best	Identify where barriers exist and ensure that curriculum	Ongoing / continuous development	AP Inclusion, SENDCo,	Students with disabilities are able to access their chosen

	endeavours to make reasonable adjustment to allow access for students with disabilities to their chosen curriculum.	team development plans identify necessary actions.		Curriculum Team Leaders, Curriculum Development Team, CPD Team, Leadership Team, Trustees	curriculum except where the adjustments required would not be reasonable despite the College's best endeavours.
11	The College's extra-curricular offer reflects the College's best endeavours to make reasonable adjustment to allow access for students with disabilities to their chosen activities.	The College's extra-curricular offer includes a statement of intent to use best endeavours to make reasonable adjustment. Records kept of adjustments considered and made for individual students with a disability.	Ongoing / continuous development	Educational visits coordinator, SENDCo, HSC Manager.	Students with disabilities are able to access their chosen activities except where the adjustments required would not be reasonable despite the College's best endeavours.
4-9 12 13 23-26	Staff will further develop their capacity to meet the needs of disabled students drawing on expert advice where necessary.	Set up a programme of learning walks, and 'pupil pursuits' focussing on the experience of disabled students.  Arrange opportunities for peer observation and co-coaching to propagate best practice.	By Autumn 2019	SENDCo, TOD, Learning Support Team	Learning walks and other observations will show that all staff are using their best endeavours to ensure that reasonable adjustments are in place for disabled students in their care.
4-9 13 24 25	Develop further opportunities for parent voice to ensure that the College remains responsive to developing needs.	In all meetings with parents concerning a student's disability, and via the College's social media and web presence, an invitation is given to join a SEND parent forum.	In place through individual reviews. Not in public forum.  By summer 2019	SENDCo, Learning Support, Inclusion and Pastoral Teams	SEND forum is in place and meeting at regular intervals.

4-9 13 24 25	Develop further opportunities for student voice to ensure that the College remains responsive to developing needs.	Through the existing process of person-centred planning, for students with disabilities, an invitation is given to join a SEND student forum.	In place through individual reviews. Not in public forum.  By summer 2019	SENDCo, Learning Support, Inclusion and Pastoral Teams	SEND forum is in place and meeting at regular intervals.
14-20 22	A site accessibility report will be completed for all students with disabilities who are allocated a place at the College	Introduce records of declared disabilities, consideration of site access needs and adjustments made to the student in year admission induction records. Students with disabilities, joining at the start of Y7 to have an individual induction record.	Spring 2019 for in-year admissions  Summer 2019 for Y7 admissions  Retrospectively, where necessary for students on roll.	Inclusion Team Manager  SENDCo HSC Manager	All students with disabilities have a record on file to show that their accessibility needs have been assessed and detailing any adjustments made.
21	Continue to build on the ongoing, rolling programme of listening environment audits.	Publish a record of surveys undertaken and actions recommended and taken to improve listening environments in student areas.	Ongoing	HSC Manager	Listening environment audit reports will show up to date findings and actions taken.