

ACCESSIBILITY PLAN



SWANMORE COLLEGE

Centre of Excellence

Statutory	Yes
Website	No
Last Review	October 2020
Next Review	October 2023
Reviewer	Laura Barker
Governor Committee	Standards & Wellbeing
Ratified by BoG	16 November 2020

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1. Aims

Swanmore College aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Swanmore College we are committed to giving all of our pupils every opportunity to achieve the highest of standards and become *'excellent in all they do'* by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils, reminding them that 'learning never stops'. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder or exclude pupils. The achievements, attitudes and wellbeing of all our pupils matter.

The Department for Education (DfE) has published advice on the Equality Act (2010) for schools, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

The Equality Act (2010) defines disability as *"...a physical or mental impairment that has a 'substantial' and 'long-term' negative affect on your ability to do normal daily activities"*.

This accessibility plan incorporates aspects of the Swanmore College Improvement Plan and pays due regard to the government lay and Hampshire County Council directives, including the Equality Act (2010), The Children and Families Act (2014) Part 3, which links in to the SEN Code of Practice (2015), and to previous legislation including the SEN and Disability Act (2001) and The Disability Discrimination Act (1995). Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

The purpose of this accessibility plan is to set out the school's priorities and proposals to increase access to school education for pupils with disabilities.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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 \(2010\)](#).

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.

Under the [Special Education 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act (2010), to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Current Good Practice

Area	Current Good Practice
Ensuring access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We work with external specialist to ensure that pupils have access to appropriate specialised equipment.</p> <p>Alternative pathways available at KS3 and KS4 to ensure pupils have a range of options to support learning needs. Entry Level KS4 courses established to support pupil's progression towards GCSEs.</p>
Maintain access to the physical environment for pupils and staff with disabilities	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Accessible toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p> <p>Teaching rooms for all subject areas are available on the ground floor. Pupils who are unable to use stairs are timetabled downstairs.</p> <p>The new build Performing Arts Block is fully compliant and meets the needs of all pupils.</p>

Delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (not needed currently) • Induction loops <p>Pictorial or symbolic representations.</p>
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4. Action plan

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

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Develop inclusive, quality first teaching, through a Graduated Approach to pupil support – medium term objective.	<p>Ongoing training program to be developed for teaching staff.</p> <p>New Graduated Approach framework to be designed and share with all classroom staff.</p> <p>Train new Learning Mentors and TAs to be able to support teachers with the Graduated Approach.</p>	L Barker	July 2020	Increased access to the curriculum. Needs of learners met within reasonable adjustments. QA shows that all pupils make good progress.

	<p>Develop use of assistive software to support pupils with reading and writing – medium term objective.</p>	<p>Investigate and purchase scribe software that can be used in examinations.</p> <p>Support the training of staff and pupils to use this software effectively.</p> <p>Continue to support the use of reading pens and reading software in lessons and examinations. Embed this within practices for GCSE examinations.</p>	<p>L Barker Exams Office</p>	<p>July 2020</p>	<p>Pupils with relevant exam concessions using software in exams.</p> <p>Pupil voice of pupils with relevant exam concessions show that they are confident in using the reading pens/ scribe software.</p>
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5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Standards and Wellbeing Committee, SEN Governor, Headteacher and Board of Governors.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Complaints Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Most buildings on site have two floors and subject departments are split across these floors.	N/A		
Corridor access	Some corridors are narrower than others. These are monitored by all staff to ensure smooth movement. Stairs and handrails are monitored by the site team in line with health and safety recommendations.	Staff monitor corridors and bells support smooth movement across site.		
Lifts	A Block, for English and MFL lessons, has a lift to allow access to the second floor. However, this cannot be used by pupils who cannot descend stairs in the event of an emergency. The second floor of all other buildings on site can only be accessed by stairs. O Block has a small flight of stairs leading to its entrance and does not have level access.	None required.		
Parking bays	There are disabled parking spaces available in the main school car park.	None required.		
Entrances	All signed and most except O Block have levelled access.	None required.		
Ramps	The Welfare Office has level access via a small ramp. The main entrance to the College Hall has level access. The Hall stage is accessible via small steps. The school library has level access.	None required.		

Toilets	The College has 4 accessible toilets: these are situated in A Block, M Block and one each side of the PE department in S Block. The College has an accessible changing room in S Block.	None required.		
Reception area	The Main Entrance to the College and Main Reception has level access and automatic door.	None required.		
Internal signage	All over site to support.	None required.		
Emergency escape routes	All signposted. Externally, pathways and walkways are generally accessible. There are a few steps in the area between the S, W and N Blocks, however there are alternative routes with level access around the outside of this area.	None required.		

