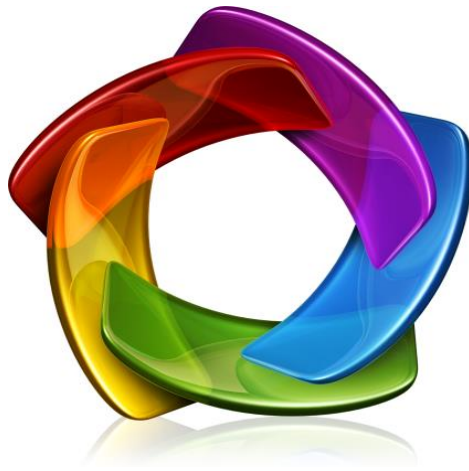


SAFFRON VALLEY COLLEGIATE



ACCESSIBILITY POLICY

Adopted by the Management Committee: December 2015

Due for review: November 2024

This plan will be reviewed each academic year

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit.....	7

.....

This plan should be read in conjunction with the School Development Plan and outlines the proposals to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Aims

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

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

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

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

The school supports any available partnerships to develop and implement the plan.

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.

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 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.

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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It demonstrates how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable and within the constraints of our facilities.

Aim	Current good practice <i>Include established practice and practice under development</i>	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	<p><i>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Remove barriers to allow pupils with SEND to achieve high expectations by exploring use of technology.</p> <p>Ensure there is a quality suite of public accreditation on offer to year 11 pupils with SEND, for whom GCSE may not be accessible.</p> <p>Ensure information about pupils' SEND is fully accommodated within classroom practice.</p>	<p>Explore the use of technology to support completion of examinations. This should be part of the pupil's normal way of working.</p> <p>Conduct an annual review of public accreditation.</p> <p>Ensure teachers (and supporters of learning), fully complete the Classroom Summary proforma and that</p>	<p>SENCo (lead), teachers</p> <p>KMY (lead), SLT+</p> <p>Teachers, SLT+ (including AHOPs)</p>	<p>Spring term 2023</p> <p>Each summer 1 term</p> <p>Ongoing throughout the year</p>	<p>Resources impactful on pupil progress.</p> <p>Pupils with SEND achieve qualifications to support successful post-16 transition.</p> <p>Pupils are supported to achieve well in the classroom.</p>

		Ensure there is a clear link between the outcomes from the monitoring of interventions (through pupil progress) and subsequent actions to improve those outcomes.	adjustments are evident in lesson observations and learning walks. Review pupil progress data for pupils with SEND and record appropriate actions.	AHOPs (lead) and HOPs	Ongoing throughout the year	All pupils supported to make good progress.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	<p>All worked within the limitations of the building stock:</p> <p>Short: ensure all pupils, staff and visitors can be safely evacuated.</p> <p>Short: ensure all signs around school remain clear and current</p> <p>Short: ensure all communal areas are clutter free and accessible</p>	<p>Annual review of Health & Safety policy</p> <p>Weekly checks by staff on each site</p> <p>Daily checks by staff on each site</p>	<p>SBM/HoPs</p> <p>Site Manager / HoPs</p> <p>Site Manager / HoPs</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> 	<p>Short: Induction loop at KS4 South – ensure maintenance is up to date</p> <p>Medium: school will</p>	<p>Regular checks of loop system and updates/repairs as necessary</p> <p>Already in place at KS3</p>	<p>Site Manager/HoP</p>	<p>Ongoing</p> <p>Ongoing</p>	

	<ul style="list-style-type: none"> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p>provide appropriate signs/timetables etc. for pupils with learning needs using pictorial representations</p> <p>Short: continue to support pupils' needs by improving the availability of written materials in alternative formats / use of aids to support learning through diagnosis</p>	<p>but needs to be rolled out across collegiate as good practice</p> <p>Review of available resources such as coloured papers, (screen) overlays and adjustable fonts on ICT resources. Use of tablets and laptops to assist learning on an individual basis where required.</p>	<p>All staff</p> <p>All staff</p>	<p>Ongoing</p>	
--	--	---	--	-----------------------------------	----------------	--

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the Management Committee.

5. Links with other policies

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

- School Development Plan
- Health and safety policy
- Equalities policy
- Special educational needs (SEND) information report
- Education of pupils with medical needs
- Behaviour for Learning policy
- School Resilience plan

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<u>Cotelands / Springboard</u>				
Number of floors	One level	Maintain and ensure access	Head of Provision	Ongoing
Corridor access	Corridors are wide	Ensure corridors are kept clear of equipment	Head of Provision	Ongoing
Lifts	n/a			
Parking bays	Access to staff car park with marked bays	Ensure John Ruskin College are made aware when visitors require access to car park	Head of Provision	Ongoing
Entrances	Double doors leading to corridors	None required		
Ramps	n/a			
Toilets	Disabled toilet available with alarm	Annual service and weekly testing	Head of Provision	Ongoing

Reception area	Accessible to wheelchair users	None required		
Internal signage	Good signage already exists throughout the school making information clear to pupils, parents and visitors.	Continuous review to respond to needs of pupils and visitors	Head of Provision	Ongoing
Emergency escape routes	Fire evacuation plan in place and clearly signposted	Ensure new pupils and staff are made aware of procedures	Head of Provision / Induction staff	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<u>KS3</u>	Old Victorian house over three floors	No current disabled access	Local authority	
Number of floors	Three			
Corridor access	Access to classrooms from landings	Ensure landings are kept clear of equipment	Head of Provision	Ongoing
Lifts	n/a			
Parking bays	No dedicated bays	Individual arrangements made when visitors require access	Head of Provision	Ongoing
Entrances	Double doors from outside steps leading to corridors	Ramp to be considered	Head of Provision	Ongoing
Ramps	Ramp needed for outside access and also over internal threshold	Ramps to be considered	Head of Provision	Ongoing
Toilets	Disabled toilet not available	N/A – building not suitable for re-modelling	Head of Provision	Ongoing
Reception area	Not easily accessible to	See comments regarding ramp access	Head of	Ongoing

	wheelchair users		Provision	
Internal signage	Good signage already exists throughout the school making information clear to pupils, parents and visitors.	Continuous review to respond to needs of pupils and visitors	Head of Provision	Ongoing
Emergency escape routes	Fire evacuation plan in place and clearly signposted	Ensure new pupils and staff are made aware of procedures	Head of Provision / Induction staff	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<u>KS4 North</u>	Old Victorian house over three floors	No current disabled access	Local authority	
Corridor access	Access to classrooms from landings	Ensure landings are kept clear of equipment	Head of Provision	Ongoing
Lifts	n/a			
Parking bays	No dedicated bays	Individual arrangements made when visitors require access	Head of Provision	Ongoing
Entrances	Double doors leading to corridors	Doors not sufficiently wide and assistance over threshold required.		
Ramps	Ramp needed for outside access and also over internal threshold	Ramps to be considered	Head of Provision	Ongoing
Toilets	Disabled toilet not available	N/A – building not suitable for re-modelling	Head of Provision	Ongoing
Reception area	Not easily accessible to wheelchair users	See comments regarding ramp access	Head of Provision	Ongoing

Internal signage	Good signage already exists throughout the school making information clear to pupils, parents and visitors.	Continuous review to respond to needs of pupils and visitors	Head of Provision	Ongoing
Emergency escape routes	Fire evacuation plan in place and clearly signposted	Ensure new pupils and staff are made aware of procedures	Head of Provision / Induction staff	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<u>KS4 South</u>	Office building over three floors in central Croydon, on main road		Local authority	
Corridor access	Narrow corridors making maneuvering difficult	Ensure landings are kept clear of equipment	Head of Provision	Ongoing
Lifts	Lift accessing all floors	Annual servicing	Head of Provision	Ongoing
Parking bays	No dedicated bays	Limited parking bays at the back of the building, down a narrow access road servicing all business in the block	Head of Provision	Ongoing
Entrances	Single doors leading to corridors	Doors not sufficiently wide and assistance required as steps present to enter		
Ramps	Ramp needed for outside access and also over internal threshold	Ramps to be considered	Head of Provision	Ongoing
Toilets	Disabled toilet not available	N/A – building not suitable for re-modelling	Head of Provision	Ongoing
Reception area	Not easily accessible to wheelchair users	See comments regarding ramp access	Head of Provision	Ongoing

Internal signage	Good signage already exists throughout the school making information clear to pupils, parents and visitors.	Continuous review to respond to needs of pupils and visitors	Head of Provision	Ongoing
Emergency escape routes	Fire evacuation plan in place and clearly signposted	Ensure new pupils and staff are made aware of procedures	Head of Provision / Induction staff	Ongoing