



## **Introduction**

The City of Leicester College is committed to providing a learning environment that is suitable and purposeful for students, and gives access to a broad and balanced curriculum for all of our students, irrespective of special need or disability.

This plan is in conjunction with the college Special Educational Needs (SEN) policy and the Disability Discrimination Act (DDA) 2005.

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

## **Our Aims**

The college envisages, over time, to develop and improve accessibility of provision for all students, staff, and visitors to the college. Our main priorities are to:

- Increase the extent to which disabled students can participate fully in college life and become an integrated part of society;
- Improve the communication between staff, parents & students;
- Improve the physical environment and accessibility of the college to ensure that disabled students and visitors can take full advantage of the education and associated services offered by the college.

## **We will:**

- Manage and improve the physical environment of the college buildings and grounds over time to meet the needs of a range of disabled users;
- Continually review the environment of the college, the way we plan, prepare and deliver the curriculum, the information we provide for students and the reasonable adjustments we need to make so that we can improve the access for both individuals and groups of students;
- Improve the availability of accessible information;
- Eliminate harassment of people with disabilities that is related to their disabilities;
- Promote positive attitudes towards people with disabilities.
- Revise this plan annually

## **Building Adaptions currently in place at the college are:**

- Designated toilets, changing areas and showers for disabled access
- Designated parking bays for people with a disability
- Appropriate hand rails on all stair cases of the college site
- Lift to enable first floor access
- 2 Evac chairs on the first floor
- New building is fully DDA compliant

## Specific Duty

The production of this accessibility plan provides a framework for integrating disability equality into all aspects of school life. The specific actions currently being taken include:

Targets	Strategies	Outcomes	Time Frame
<p><b>Making individuals aware of the Accessibility Plan when developing college improvements</b></p>	<ul style="list-style-type: none"> <li>• Make the plan available to service users and families on the College website</li> <li>• Make college leaders aware of the need to consider accessibility when new developments are made</li> <li>• Make staff aware of the plan when new staff or students are admitted</li> <li>• Keep staff informed at briefings</li> <li>• Raising awareness with college Governors</li> </ul>	<p>Whole staff awareness of the plan and continual developments.</p>	<p>Medium/long term</p> <p>Short term</p> <p>ongoing</p>
<p><b>Developing a voice for children, staff and parents/carers with disabilities</b></p>	<ul style="list-style-type: none"> <li>• Include children and parents/carers in review meetings</li> <li>• Include children and parents/carers in school parent/student voice questionnaires</li> <li>• Use of the School council</li> <li>• Having a cycle of agenda items at Governing Body meetings to discuss issues.</li> <li>• SEND meetings to be 'person centred'</li> <li>• Access to the entire building for parents and pupils at progress review days and open evenings.</li> <li>• The College has a complaints procedure for parents on our website.</li> </ul>	<p>Opportunities for students, parents and families to voice their opinions about the education and care of their child.</p>	<p>Short term</p> <p>ongoing</p>
<p><b>Encouraging participation in public life for people with disabilities</b></p>	<ul style="list-style-type: none"> <li>• Access to places to worship</li> <li>• Participation in College performances and trips to the Curve theatre</li> <li>• Sports activities and extra-curricular sports events</li> <li>• School council</li> <li>• End of year trips</li> </ul> <p><i>Students with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.</i></p>	<p>All students, regardless of their specific needs to experience a range of full and inclusive enrichment experiences to help develop them for adulthood and to enhance their learning development.</p>	<p>Short term</p> <p>ongoing</p>
<p><b>Eliminating harassment and bullying</b></p>	<ul style="list-style-type: none"> <li>• The City of Leicester College has a clear policy on anti-bullying. This policy was last reviewed in 2014 and is available to view on the College website.</li> <li>• In 2014 we were awarded the Anti-bullying Community Award by the Local Authority. This</li> </ul>	<p>Any incidences of bullying and/or harassment are taken seriously and appropriate sanctions taken for the perpetrator, and support for the victim.</p>	<p>Short term</p> <p>ongoing</p>

	<p>prestigious award is given to schools, after a rigorous auditing process that show excellent and on-going commitment to actively and consistently tackling issues of bullying.</p> <ul style="list-style-type: none"> <li>Grievance policies for staff include <ul style="list-style-type: none"> <li>Disciplinary procedures</li> <li>Grievance procedures</li> <li>Capabilities procedures</li> <li>Appraisal procedures</li> <li>Attendance/absence policies</li> </ul> </li> </ul>	Reparation opportunities for all involved	
<b>Promoting positive attitudes towards people with disabilities</b>	<ul style="list-style-type: none"> <li>Ensure displays and resources reflect diversity</li> <li>The curriculum positively promoting difference</li> <li>Teachers taking into account individual needs when planning lessons</li> <li>Use of outside agencies to support students</li> <li>Staff training on meeting individual needs</li> <li>Using newsletters and web pages to promote policies.</li> <li>SMSC incorporated into lessons and is a part of the teacher performance management process.</li> </ul>	<p>The City of Leicester College represents the diverse and multi-cultural community we are proud to be part of.</p> <p>Understanding and acceptance of the variety of faiths, beliefs and religions amongst our staff, pupils, family and surrounding community</p>	Short term ongoing
<b>Removing learning barriers</b>	<ul style="list-style-type: none"> <li>Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations.</li> <li>Having appropriate seating and desk support available to provide necessary modifications where required.</li> <li>Operating an Inclusion Policy that requires all teachers are committed to accommodating for the capabilities and disabilities of children. Teachers are provided with information specific to individual children.</li> <li>Ensuring children with disabilities have access to extra curricula activities.</li> <li>Modified equipment for those with physical needs.</li> <li>Using coloured backgrounds on Interactive Whiteboards to aid children with dyslexic type difficulties.</li> <li>Teachers adapting, where possible, resources and techniques to suit a wide range of learners.</li> <li>All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEN children.</li> </ul>	<p>The vision of the College Inclusion Policy is regarded.</p> <p>The aims and rationale of the Inclusion Policy are adhered to.</p>	Short/ medium term  ongoing

	<ul style="list-style-type: none"> <li>• Following exam guidelines to ensure that children with disabilities have the same opportunities as their peers.</li> <li>• Having strong links with external partners e.g. Educational Psychologists, school nurse, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist link teachers.</li> <li>• Using external advisers to support ECHP meetings.</li> <li>• Using external advisers for training opportunities for staff.</li> <li>• Regular staff INSET on teaching children with additional needs.</li> <li>• Students have access to any TA support as stated in their EHC plans.</li> </ul>		
<b>Access</b>	<ul style="list-style-type: none"> <li>• Ensuring that all areas of the curriculum can be delivered from all classrooms. There are disabled toilets available within each hub area.</li> <li>• The main entrance of the school is on the ground floor, and lift access inside enabling all parts of the school to be accessible.</li> <li>• Disabled parking.</li> <li>• Events for parents/carers such as open evenings, meetings with teachers are held in accessible parts of the school where possible.</li> </ul>	All visitors are made to feel welcomed into the school and encouraged to engage with our services	Short term ongoing
<b>Impact Assessment</b>	<ul style="list-style-type: none"> <li>• The school will use existing procedures for reviewing the impact of provision for children with disabilities <ul style="list-style-type: none"> <li>• EHCP reviews</li> <li>• School contracts</li> <li>• SEN reviews</li> <li>• Open evenings</li> <li>• Transition days</li> </ul> </li> <li>• External validation e.g. Parent voice.</li> <li>• Use of complaints policies</li> <li>• Involvement with SENDIASS</li> </ul>	Analysis of needs met, and any areas of improvement to form part of the Inclusion Faculty Review	Short term ongoing
<b>The Governing Body</b>	<ul style="list-style-type: none"> <li>• Governors meetings will be held in locations that are accessible to people with disabilities should the need arise. Parents and children are made aware of how the Governing Body contributes to the life of the school through the school website.</li> <li>• The School and Governors consult with parents/carers through questionnaires.</li> <li>• The college has an SEN Governor who approves SEN related policies and practices.</li> <li>• The governing body consists of parents who are actively encouraged to participate</li> </ul>	Assurance that the college is meeting our responsibilities as laid out in the SEN Code of Practice (2014) the Equality Act (2010) and Disability Discrimination Act (2005)	Medium term

	in decision making.		
<b>Reviewing and monitoring</b>	<p>The above data is reported to a number of bodies such as:</p> <ul style="list-style-type: none"> <li>• Governing body</li> <li>• School Leadership Team</li> <li>• Local Authority</li> </ul> <p>It forms part of the College Raising Achievement Plans and the Inclusion Faculty review. It also forms part of the SEN pupil progress analysis meetings fed back annually to the local authority.</p>	Whole school awareness that may lead to specific CPD and training opportunities across the college	<p>Medium term</p> <p>Ongoing</p>