

The City of Leicester College



Accessibility Plan

Approved by:	Governing Body	<i>Date:</i> 25/03/2021
Last reviewed on:	Nov 2017	
Next review due by:	March 2024	
Chair of Governors:	<i>J S Andrews</i>	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students.	Ensure curriculum materials promote equality.	Curriculum audit to identify where good practice exists and where practice needs development.	AAL/SENCO	Summer 2021	Equality of access to the curriculum.
	We use resources tailored to the needs of students who require support to access the curriculum.		Where appropriate, ensure the college curriculum principles promote positive examples	AAL	Summer 2021	Equality of access to the curriculum.
	Curriculum progress is tracked for all students, including those with a disability.		Where appropriate, adapt Bluesky self-review statements.	DJC/SENCO	March 2021 onwards	Equality of access to the curriculum.
	Targets are set effectively and are appropriate for students with additional needs.	Ensure disabled students are included as part of the college self-review strategy.	Ensure any staff member completing knows and understands what good quality provision looks like in the classroom.	KDV/JIW/NIC		Equality of access to the curriculum.
The curriculum is reviewed to ensure it meets the needs of all students.		Share school and curriculum findings, update, CIP and TIP as appropriate	DJC/CLT/HODs		Equality of access to the curriculum.	
Personalised support plans are created with the student and outside agencies to ensure that our curriculum meets their needs.		Improve teacher's	In response to self-review findings, plan			
We have well established links with outside agencies, e.g. The visual impairment team, who support both students and staff with their specialist advice around curriculum access, e.g.						

	<p>the importance of seating plans, coloured paper and font size.</p> <p>We have IWBs/screens in every classroom to support visually and auditory impaired students, e.g. captions and subtitles.</p> <p>We deploy specialist TAs to help students access the curriculum.</p> <p>Access arrangement to support internal and externally assessment examination.</p>	<p>knowledge and understanding of specialist disabilities e.g., Hearing Impairment through CPD</p>	<p>and deliver appropriate CPD to ensure that students' needs are being appropriately met in the classroom</p> <p>, e.g. Team around the child sessions.</p>	<p>CHL/SENCO</p>	<p>Ongoing</p>	<p>Equality of access to the curriculum.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required; this includes:</p> <p>Supervised gates - only authorised cars can drive into the school car park.</p> <p>10 disabled parking bays located within the car park.</p> <p>Easy access to the main school building directly from the car park with slope leading to reception.</p> <p>Automatic sliding doors allowing easy access for wheelchair users to enter the building.</p> <p>The reception desk is low enough for wheelchair users to speak with the receptionist.</p>	<p>Improve access around the school corridors in order to promote independence for those students with disabilities.</p>	<p>Include automatic push buttons on doors (where required) to allow disabled students to independently move through the school corridors.</p> <p>Ensure outside eating facilities include wheelchair friendly tables.</p> <p>Ensure that hub tables, chairs and soft seating are positioned appropriately to allow entrance and exit for wheelchair or visually impaired students.</p> <p>Field zone 1 and Muga access to be considered e.g., handrail</p>	<p>A Keen/G4S</p>	<p>Summer 2021</p>	<p>Fully compliant buildings and grounds</p>

	<p>Disabled Changing Areas have pull cords hanging near the showers.</p> <p>Lift to allow wheelchair users access to the upper level of the school - buttons located at the Doors to be made easier to operate by wheelchair users.</p> <p>Lift passes provided to any student with a physical disability or injury to allow them access to upper level of the school.</p> <p>Ramps to replace steps on all external access doors and fire doors for TMBs</p> <p>Independent access to disabled changing rooms.</p> <p>Evacuation from upper levels.</p> <p>Safer evacuation during emergency situations.</p> <p>Personal Emergency Evacuation Plans in place for all disabled students and staff.</p> <p>Disabled toilets located in all blocks and, in general, well signed and include toilet safety handlebars, sink, hand dryer and an emergency pull cord.</p> <p>Dining room - good open seating area. Chairs can be moved in order to allow wheelchair users access.</p>					
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	<p>Good wheelchair access to areas such as the Design Room, Library and Music Rooms.</p> <p>Timetable and adapted rooming to lower ground floor for students with limited mobility</p> <p>Classrooms -Furniture could be moved if necessary, to allow easy access for wheelchair users to manoeuvre independently e.g. low- and high-rise tables in art and design.</p> <p>Marked top and bottom of each staircase with yellow and black high visibility tape and yellow behind each lift swipe.</p>					
<p>Improve the delivery of information to students with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille in lifts 	<p>Improve communication methods around the site for visual and hearing-impaired students and visitors.</p>	<p>Where appropriate signage to include Braille and to be accurate.</p> <p>Outside areas to include appropriate signage.</p> <p>Induction loops to be provided in all communal areas e.g. reception, library and dining room.</p>	<p>A Keen/G4S/SENCO</p>	<p>Summer 2021</p>	<p>Students & visitors with disabilities have equal access to information</p>

4. 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 governing board/Leadership and Business Committee/John Andrews/Ken Vernon

5. 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 students with medical conditions policy