

## CLYST VALE COMMUNITY COLLEGE

# ACCESSIBILITY PLAN, September 2017 – August 2020

### Statement of Values

CVCC is committed to reducing barriers to learning and improving access to an inclusive education for all learners with special needs or disabilities. It is equally committed to improving access for all members of the College's community. This plan is drawn up in accordance with the planning duty in the Equality Act 2010. The Governing body have three key duties towards disabled pupils:

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

### Definitions

Disability discrimination legislation places a statutory general duty on all public authorities to promote disability equality. The Department of Education and Schools' definition of disability states that a person has a disability "if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities." Substantial, as defined by the Disability Discrimination Act [DDA], is something that is more than minor or trivial. This definition of disability is a wide one and includes those with medical needs (e.g. genetic conditions, diabetes) and a large number of pupils with learning difficulties and social and emotional mental health difficulties.

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This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum and school life in general by identifying barriers to participation and finding practical solutions.
  - To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
  - To develop strong collaborative relationships with pupils and parents or carers of disabled students.
  - To promote equality of opportunity and positive attitudes towards disabled persons.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body acknowledges its statutory duty to implement the plan, and allocate adequate resources to it from the College budget and from external funding sources when available.

## **Context.**

### **a. Students**

Clyst Vale has been rightly recognised in successive OFSTED reports having strengths in its care, support and guidance. The College has a strong commitment to equal opportunities and accessibility as laid out in the Single Equality Scheme, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy and Inclusion Documents. As a College we aim to include accessibility into everything we do. Among the student body are students with

- sensory and physical needs, particularly hearing impairment, visual impairment, and mobility difficulties;
- behavioural, emotional and social needs;
- communication and interaction needs, including speech and language disorders, and autism;
- cognition and specific learning difficulties, including dyslexia and dyspraxia;
- medical needs and conditions including extreme allergies, diabetes

## **b. Site and Buildings**

The College site has benefited from significant developments in recent years to improve physical access: most classrooms have ground-floor access, and lifts have been installed in the Main Building, Technology block and in the Humanities block; ground-floor access to most rooms with a reduction in the use of ramps; acoustic treatment throughout the College, the installation of visual fire alarms to large parts of the College, contrast colour paintwork and glass panels in all doors. These improvements have also benefited other users of the College's premises.

## **Consultation**

Comments and recommendations from parents, students, school staff, governors and external advisers have been taken into account wherever possible and included in this accessibility plan. Through feedback received at parents' evenings, reviews and meetings we are confident that the school adapts a curriculum to meet the needs of disabled pupils. On-going monitoring enables us to identify where changes might be needed and adapted accordingly. Our review processes always takes account of the views of the student when planning for their support.

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<b>MAXIMISING ACCESS TO THE CURRICULUM</b>
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Objective	Activity	Key Staff	Timescale	Resources & Funding Source
Ensure staff fully aware of obligation to provide an inclusive curriculum, including training on individual needs	Training Days to include briefings on Inclusion and SEN issues, including disability	PSu, GL	On-going	Minimal
Improve briefing information to all staff	On-going development of “pen-portrait” information on all students with special educational, social or medical needs and disabilities with inclusion on SIMs	GL, CP, AtHoS	Annually in September, then updates	Actual costs minimal; hidden staff costs
Ensure that appropriate individualised programmes can be made available	Maintain and develop the current approach towards creating individualised programmes for students with particular needs, including disability, in all years	PSu, GL, NB	On-going	College Budget
Ensure key staff’s training needs are refreshed	Additional Support staff to attend specialist courses as appropriate	PSu, AG	On-going	College Budget
Provide alternative accreditation	Identify and introduce alternative accredited subject-specific courses for students operating at below-GCSE level	PSu, AG, GL	On-going	College Budget
Improve access for disabled students on visits	Build on existing custom & practice and existing regulations to revise guidelines for staff when running trips and visits to ensure accessibility for	AH, BC	Every trip	Minimal

	all students			
Use expertise of external agencies	Engagement of external professionals, eg Educational Psychologists, Speech and Language Team	PSu, GL	As required	Some statutory funding; College budget
Ensure special access arrangements for examinations.	Suitable access arrangements made for students as appropriate: ICT provision, readers, extra time, enlarged exam papers, colour filters.	GL, RD	Assessment in Yr 10, & monitoring	College Budget

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## IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Objective	Activity	Key Staff	Timescale	Resources & Funding Source
Increase differentiation in lessons	Maintain emphasis on lesson-planning including differentiation by task, material, grouping as well as outcome.	All	On-going	College Budget
Increase and improve materials and resources for students with disabilities	Production and use of adapted materials where needed in lessons: enlarged text, coloured paper/filters, good HI practice, lip reading, enlarged print and ICT & Communication systems.	All, GL, LA	On-going	Minimal
	Periodic reminders to staff of this requirement, students who need it, and support where available.	GL, LA, PSu	On-going	Minimal
				As needs arise, but generally within existing College Budget
Availability of information in alternative means of communication for students and parents	In liaison with external agencies, identify sources to improve the means of communication which we cannot meet within the College, e.g. Braille beyond a basic level, certain signing systems, BSL at L2+, bilingual interpreter.	KB, PSu	As needs arise	Minimal
Improve access to video material for HI students	Ensure video material is subtitled or provide transcripts or brief summaries to support programmes or key sections	All, LA	On-going	As resources permit within existing College budgets

## IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Objective	Activity	Key Staff	Timescale	Resources & Funding Source
Prepare for wheelchair user in Sept 2018	Install physiotherapy “pod” with shower and toilet facilities, hoist and bed	KB, PSu, GL, AH	Sept 2018	Devon County Council 0-25 team
Acoustics	Rolling programme of acoustic treatment of all classrooms with ceiling tiles and/or carpets (as appropriate)	AH, SA	On-going	Capital funding; College maintenance budget
Emergency & evacuation procedures in place for disabled students	Complete installation programme of visual fire alarms to all rooms. EVAC chairs now in all main blocks	AH	On-going	CIF bid 2017-18
Accessible classrooms	As rooms and corridors are re-painted, use of a contrast colour for doorways	SA	On-going	College Maintenance Budget
Steps	Repaint all step edges in a contrast colour/ ensure clear contrast (Main, Humanities, D&T blocks)	SA	On-going	College Maintenance Budget
Doors	Rolling programme to replace solid doors with glazed panel doors	SA	On-going	College Maintenance Budget
Uneven surfaces	Level uneven areas: patching of hazards : programme of levelling areas	AH, SA	Immediate On-going	College Maintenance Budget Capital funding

<b>Acronyms &amp; Abbreviations</b>		<b>Staff Initials</b>	
AtHoS	Assistants to Head of Schools	AG	Adrian Green, Vice-Principal (CPD)
BSL	British Sign Language	AH	Ann Hopkins, College Manager and EVC
CIF	Capital Improvement Fund (from Government)	AtHoS	Assistants to Heads of School
CPD	Continuing Professional Development (training)	CP	Claire Phillips, Assistant to SENDCo
CVCC	Clyst Vale Community College	GL	Gaby Long, SENDCo
D&T	Design and Technology	HOS	Head of Subject
DDA	Disability Discrimination Act	KB	Kevin Bawn, Principal
DES	Department of Education and Schools	LA	Lois Angell, Teacher of the Deaf
EVAC	Chair for evacuating disabled person in event of fire	NB	Nicola Bennett, Head of Careers Education
EVC	External Visits Coordinator	PSu	Paul Sutton, Deputy Principal (Additional Support)
HI	Hearing Impaired	RD	Rebecca Dominy, Examinations Officer
HoS	Head of School	SA	Sophie Allen, Facilities Manager
ICT	Information and Communications Technology	SLT	Senior Leadership Team
OFSTED	Office for Standards in Education (Inspection)		
SENDCO	Special Educational Needs & Disability Coordinator		
SIMS	Schools Information Management System		

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