

## CLYST VALE COMMUNITY COLLEGE

# ACCESSIBILITY PLAN

### Statement of Principle.

CVCC is committed to reducing barriers to learning and improving access to an inclusive education for all learners with special needs or disabilities. The College has a duty in law not to discriminate against children and young people with disabilities.

Legislation imposes the following duties on the College:

- Maximising access for students with disabilities to the College curriculum, including participation in extra-curricular activities and visits;
- Improving the delivery of written information to students with disabilities;
- Improving access to the physical environment of the College.

This plan is intended to increase accessibility and develop inclusive education provision for children with disabilities. 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. **This Plan should be read in conjunction with the Gender, Race and Disability Policy and the Safeguarding and Child Protection policy.**

### Context.

Clyst Vale was rightly recognised by OFSTED as “an inclusive College” (2002 report). Among the student body are students with

- sensory and physical needs, particularly hearing impairment, visual impairment, and mobility difficulties (including wheelchair use);
- behavioural, emotional and social needs;
- communication and interaction needs (including speech and language disorders, and on the autistic spectrum, including Asperger’s Syndrome);
- cognition and specific learning difficulties.

Reflecting the growth in numbers of students with sensory and physical needs, there have been significant site developments in recent years to improve physical access: a lift has been installed in the Main Building, a physiotherapy room created, ramps provided for several classrooms,

acoustic treatment to a number of rooms, and the installation of visual fire alarms to large parts of the College (work to be completed for the whole site).

<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 more briefings on Inclusion issues, including disability	KB, LO, KF	On-going	Minimal
Improve briefing information to all staff	On-going development of “pen-portrait” information pack on all students with special educational, social or medical needs	LO, KF,	September 2006	Actual costs minimal; hidden staff costs
Ensure that appropriate individualised timetables can be made available	Maintain and develop the current approach towards creating individualised timetables for students with particular needs in both KS3 & 4	LO, RF, PP	On-going	College Budget
Increase access to ICT for students with disabilities	Use voice activated software for students with motor difficulties as appropriate	ML	On-going	College Budget
	Increase appropriate software, e.g. “Predict” on the College network.	ABA KF	On-going	College Budget
Ensure key staff’s training needs are refreshed	HSC and LSpt staff to attend specialist courses as appropriate	DW,LO, KF	On-going	College Budget

Provide alternative accreditation	Identify and introduce alternative accredited subject-specific courses for students operating at pre-GCSE level	LO, HOS, JH	On-going	College Budget (capitation)
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	BS, KB	Every trip	Minimal
Improve access for students with poor short-term memory	Extend strategy currently used in HSC to support students with poor memory through a photographic record of work completed	LO, KF	On-going, as appropriate	Minimal
Monitoring	Day-to-day Strategic Governors	HOS, SLT SLT Curriculum Committee		

## 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 (capitation)
Increase and improve materials and resources for students with disabilities	Production and use of adapted materials where needed in lessons.	All	On-going	Minimal
	Periodic reminders to staff of this requirement, students who need it, and support where available.	LO, KF, KB	On-going	Minimal
	Increased deployment of LSA and HSA time to produce differentiated and alternative format materials for individual students in liaison with teaching staff	KB, LO, KF, LA	On-going	Minimal, but will initially reduce in-class support by the amount of time deployed
Availability of information in alternative means of communication	Maintain and enhance existing provision in BSL, lip reading, enlarged print and ICT & Communication systems.	HSC and LSpt staff	On-going	As needs arise, but generally within existing College Budget
	In liaison with LEA, 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 interpreter level.	LO, KF	As needs arise	Minimal
Improve access to video material for HI students	Increase stock of pre-recorded subtitled videos. Add subtitles to College-held video programmes	HOS/ KF HOS/KF	Rolling programme	As resources permit within existing College budgets

	where possible.			(capitation)
Improve access to video material for HI students	Provide transcripts or brief summaries to support video programmes or key sections	All/ HSC/ LSC		Video-titling computer and software (as funding permits); HSA time
Improve access to internal College exams	Modify the language level (without affecting meaning) of internal College exams to bring them in line with external exams.	LA	As needs arise	Hidden costs (staff time)
Monitoring	Day-to-day Strategic Governors	HSC, LSpt LO, KF, SLT Curriculum Committee		

## IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Objective	Activity	Key Staff	Timescale	Resources & Funding Source
Physiotherapy room	Shower to be installed as needs arise	JG	As needed	Formula Capital
Acoustics	Acoustically treat all classrooms with tiles and/or carpets (as appropriate), as a rolling programme: next on schedule rooms 49 and 50	JG	May 2006	Formula Capital: LEA Access Funding
Ramps	Provide entry ramps, railings and fire exit ramps on all classrooms requiring them: priorities – Hall, Music Instal speed ramps and signage near HSC	JG	On-going	)
		JG	Easter 2006	)
		JG	Easter 2006	)
Visual Fire Alarms	Complete installation programme	JG, KF	On-going	LEA Access Funding when available
Accessible classrooms	As rooms and corridors are re-painted, use of a contrast colour for doorways	JG	On-going	College Budget
Steps	Repaint all step edges in a contrast colour	JG	May 2006	College Budget
Doors	Replace solid doors with glazed panel doors	JG	On-going	College Budget
Monitoring	Day-to-day Strategic	JG KB, Govs		

<b>Acronyms &amp; Abbreviations</b>		<b>Staff Initials</b>	
BSL	British Sign Language	LA	Lois Angell, Teacher of the Deaf
GCSE	General Certificate of Secondary Education (usual qualification at end of compulsory schooling)	KB	Kevin Bawn, Principal
HSA	Hearing Support Assistant	KF	Kevin Fearon, Head of Hearing Support
HI	Hearing Impaired	RF	Richard Forbes, Intervention Coordinator
HSC	Hearing Support Centre (both a facility and used to describe the team of teachers and HSAs)	JG	John Gorman, Site Manager
ICT	Information & Communications Technology (computers !)	HOS	Head of Subject
LEA	Local Education Authority (Devon County Council)	HSC	Hearing Support Centre
LSA	Learning Support Assistants (in-class support)	LSpt	Learning Support
LSpt	Learning Support (team of teachers and LSAs)	ABA	Allen Bailey, ICT Coordinator
LSC	Learning Support Centre (former room 54 and adjacent rooms, used for withdrawal work, Inclusion work, and resource production).	ML	Maureen Leaver, Assistant SENCo
NGfL	National Grid for Learning (Government-funded initiative to increase access to computers in schools)	BS	Bernie Steadman, Deputy Principal
OFSTED	Office for Standards in Education, responsible for school inspections: Clyst Vale was inspected in November 2002	SN	Sally Needs, Learning Support Assistant
		LO	Lynne Ogden, Special Needs Coordinator
		PG	Paula Goodship School Nurse
		PP	Peter Popert, Inclusion Coordinator
		SLT	Senior Leadership Team

Approved: 31<sup>st</sup> March 2003

Reviewed: June 2004

Revised: March 2006.

Approved: June 2006.