



Accessibility Plan

Policy Owner	Principal
Approved By	Curriculum Teaching and Learning Committee
Date of Last Approval	8 th September 2025
Review Cycle	Every 3 years
Next Review Date	7 th September 2028

1. Policy statement

Clyst Vale Community College is committed to reducing barriers to learning and improving access to an inclusive education for all learners, including those with disabilities and protected characteristics. We believe that every student should have the opportunity to participate fully in all aspects of College life, and we are dedicated to promoting equality, celebrating diversity, and challenging prejudice.

This Accessibility Plan is designed to ensure compliance with the Equality Act 2010, particularly Schedule 10, and reflects the College's legal duty not to discriminate against students on the grounds of disability, sex, race, religion or belief, or sexual orientation. We are committed to making reasonable adjustments to alleviate any substantial disadvantage experienced by students, staff, or visitors with disabilities.

The Equality Act defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our Accessibility Plan is structured around three key aims:

1. To increase the extent to which disabled students can participate in the curriculum.
2. To improve the availability of accessible information to disabled students.
3. To improve the physical environment of the College to enable better access to education and facilities.

The Plan is reviewed every three years by the College's leadership and governing body. This Accessibility Plan should be read in conjunction with the following College policies:

- SEND Policy
- Equalities Information and Objectives
- Supporting Students with Medical Needs
- Health & Safety Policy
- Child Protection & Safeguarding Policy

All staff receive training on relevant aspects of SEND legislation and inclusive practice. New staff, including Early Career Teachers and Teaching Assistants, receive additional guidance as part of their induction. Information is also included in the staff handbook.

	Strategies	Outcomes	Resources	Staff Responsible
1. Increase the extent to which disabled students can participate in the whole schools' curriculums.	Students' Individual Learning Passports are regularly updated to help teaching staff apply appropriate strategies and provision for students with individual needs. Regular staff training through vulnerable learner briefings in which staff are trained on inclusive teaching and learning strategies. Use of assistive technologies e.g. screen readers and voice-to-text tools.	To enable staff to effectively differentiate for the needs of our students.	Student Passports on Bromcom Advice from external professionals as appropriate. SEND laptops. Colored overlays and reading rulers. CPD for staff on teaching strategies for different areas of need.	SENDCo Assistant SENDCo Teachers Teaching Assistants
	To work closely with external agencies (Babcock advisory teachers, EP, Health etc) and follow any recommendations from their reports.	To enable staff to effectively differentiate for the needs of our students.	Professionals' reports Individual Learning Passports	SENDCo Babcock Advisory Service Educational Psychologist School Nurse
	Staff are given regular training on medical conditions (diabetes, asthma, allergies, cystic fibrosis). All students with a medical condition have an individual health care plan which is reviewed regularly.	All staff are aware of medical conditions within the school and know how and where to access information via the medical alert list. Secure communication between health,	School Nurse NHS Professionals	SENDCo Heads of School Assistant Heads of School Administrator for Additional Support

		parent/carers and school.		
	Students with an EHCP and those on the SEND register will have supported transition at point of entry in Year 6 and point of exit in Year 11	To ensure needs are accurately identified and addressed and a supported and enhanced transition provided.	Transition Coordinator Careers Lead	SENDCo Assistant SENDCo Careers Lead Heads of Year
	Access arrangements including readers, scribes, extra time, modified papers and separate venues.	Students with disabilities are able to access assessments equitably and demonstrate their knowledge and skills without disadvantage.	EAA assessor Exams Officer	SENDCo Assistant SENDCo Exams Officer
	Students on the SEND register are monitored regularly with three formal review points a year.	To ensure secure communication between parent/carers and school.	ILP templates	SENDCo
2. Improving the availability of accessible information to students with disabilities	Students receive information in a format that is accessible to their needs and can read and record effectively.	All students are able to access, understand, and effectively engage with learning materials tailored to their individual needs.	Use of coloured paper/ exercise books Laptops Enhanced use of digital formats and voice-assisted tools for communication	SENDCo Teachers Teaching Assistants
	Students have access to exam access arrangements when completing internal assessments and exams.	Students with identified needs can complete internal assessments and exams under conditions that reflect their normal way of working, ensuring	EAA assessor Exams Officer	SENDCo Exams Officer Teaching Assistants IT Support

		equitable access and accurate demonstration of their abilities.		
	Dyslexia friendly resources are used.	Dyslexic students have access to appropriate resources to access their learning.	Coloured overlays, paper and reading rulers. Laptops	SENDCo Teaching Assistants All teachers
	Individual Learning Passports are available to help staff differentiate appropriately.	To enable staff to effectively differentiate for the needs of all students.	Individual Learning Passport Templates	SENDCo All teachers
	Literacy Interventions are run for students with the highest area of need	Students with significant literacy needs make measurable progress from their baseline assessments and are better able to access the wider curriculum.	Catch Up Literacy Programme	Deputy Principal - Curriculum SENDCo Reading Hub Lead Teachers
	Monitoring of sanctions to ensure they are not a result of unmet needs.	Sanctions are applied fairly and reflect a clear understanding of students' individual needs, with appropriate support in place to address any underlying barriers to learning.	Behaviour Data Educational Psychologist bought time	Deputy Principal - Pastoral SENDCo Heads of Year
3. Improving the physical environment of the	Students to be supported where recommendations	Students will be able to access toileting support,	Writing slopes, pen grips, coloured overlays and paper, Pod toilet key	SENDCo Teachers Teaching Assistants

school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.	have been made by Occupational Therapy.	physiotherapy recommendations, a differentiated PE curriculum, writing slopes and pen grips. Students can also use coloured paper and coloured overlays for reading.		
	Classrooms are consistently maintained in a tidy and well-organised state, allowing pupils to move freely and safely. The physical layout supports clear sightlines and minimizes distractions, fostering an environment where students can focus and engage effectively.	Students demonstrate improved attention and listening skills, contributing to a more inclusive and productive learning experience.	Lightweight moveable desks and chairs to facilitate reconfiguration if needed. Effective storage Clear signage, visual aids	Teachers Heads of Department
	Children with learning disabilities experience improved access to learning and play environments through the provision of designated quiet areas.	Sensory overload is reduced, there is support for emotional regulation, and independence and exploration are promoted. As a result, pupils show increased engagement, reduced anxiety, and greater participation in classroom and outdoor activities.	Conservatory and Sensory Room in Additional Support	SENDCo Assistant SENDCo

	Ensure exam venues are physically accessible by making adjustments such as providing separate rooms, appropriate seating, ramps, or lift access, as part of the exam access arrangements process.	Adjustments to physical environment to be considered as part of exam access arrangements, in line with JCQ guidelines.	Separate room, additional invigilators and other arrangements as required.	SENDCo Assistant SENDCo Exams Officer Teaching Assistants IT Support
	Regular accessibility audits conducted by Site Manager and SENDCo to ensure students can access all of their lessons on the College site.	Timetables are reviewed to ensure accessibility across the site: relocating lessons, using lifts, providing ramps, personalised seating etc.	Lift keys, Pod toilet key, ramps, personalised seating arrangements.	SENDCo Assistant SENDCo Site Manager Time-tabling coordinator
	Individual evacuation plans for students with mobility challenges.	Students with mobility challenges can evacuate the premises safely and efficiently during emergencies, with procedures tailored to their individual needs.	Staff training on emergency procedures and PEEP implementation. Evacuation aids (e.g. evacuation chairs, ramps, signage) Regular drills and review schedules	SENDCo Assistant SENDCo Teaching Assistants Site Manager