

Accessibility Plan

Reviewed April 2017

Reference

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Colleges and schools as well as the Local Authority have to carry out accessibility planning for students with learning difficulties and or disabilities. The duties are the same as those in the previous Disability Discrimination legislation and have been replaced by the 2010 Act. The approach at Budmouth College to meet the provisions of The Equality Act 2010 is set out fully in the Single Equality Policy.

The definition of disability under the law is a wide area. A disabled person under the 2010 Act is someone who has a physical or mental impairment that has a substantial and long term negative effect on daily life.

Aims of Budmouth Accessibility Plan

- To improve the physical environment of the school to increase the extent to which disabled students can take advantage of educational provision and other associated areas.
- To increase the extent to which disabled students can participate in the curriculum.
- To improve the communication to disabled students, staff, parents and carers as well as visitors by providing information in an accessible format.

Targets to meet those aims are detailed in the following three sections:

Budmouth College Accessibility Plan 2015-2018
Improving Curriculum Access

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVED
To continue to develop a CPD programme to ensure that staff are knowledgeable in terms of the needs of pupils with learning difficulties.	Review the College's CPD programme in order to identify specific needs. Teaching Staff to be encouraged to attend specific training courses or identify training requirements through the Performance Management process. Continue to offer opportunities through the Chesil Education Partnership Day and through continued tailored in house inset.	All staff are able to meet the needs of SEND pupils at Budmouth. Greater numbers of staff have improved awareness. Increased attendance of teaching staff at specific inset sessions – e.g. Dyslexia. Increase in access to the National Curriculum for all students.	CPD programme to be revised on an annual basis in the autumn term.	Ongoing annual Whole College SEND INSET
Ensure compliance with the Equalities Act 2010.	Staff and Governors to be informed of the requirement and objectives of the Equalities Act 2010 and of the Accessibility plan.	Review of responsibilities of Governing Body Whole School community aware of issues relating to access.	Annually in the autumn term.	Annual review by Governors
Ensure that students with a disability and learning difficulty have fair access to College educational visits and trips.	Review current procedures to ensure that adequate steps are in place to ensure that most students with a learning difficulty or disability are not discriminated against.	Increase in access for students with learning difficulties and disabilities. Staff planning trips include provision for students.	Review trips policy in the Summer term 2015.	Trips policy reviewed. Accessibility Plan for all students in place and reviewed annually
Ensure all staff are aware of those no longer on the SEN Register, but who have a learning difficulty/disability need which can be met in the classroom in line with the new SEN Act 2014.	Publicise an Awareness Register at the start of the academic year – students to be noted as a 'T' for teacher support on SIMS class registers.	Awareness Register produced.	To be produced in September of each year, with regular updates and dissemination	Director of Inclusion provides all staff with regular updates and dissemination of SEND information and Provision Maps

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVED
<p>Ensure that all students on the SEN Register have appropriate support and access to appropriate additional support e.g. Pupil Premium.</p>	<p>Identification of students through the SEN Register and on specific groups such as P.P. Teaching assistants to be used to support those with statements/EHC plans. Provision maps to be in place for all of those in receipt of additional SEN support.</p>	<p>Staff are clear about those in receipt of additional support. TA support matched to specific needs of pupils where possible.</p>	<p>Autumn term 2015 TA support to be reviewed on a half termly basis.</p>	<p>TA support is reviewed half termly Director of Inclusion ensures that staff are clear about additional support</p>

Improving The Physical Access

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVED
To regularly review what changes and adaptations may need to be made to the College campus to ensure that the College's physical environment is accessible to all.	Liaise with representatives of the LA and other professionals including VI, HI teams and occupational therapists to identify what changes and adaptations need to be made to the College campus. To liaise with the LA regarding the admission of any student for whom accessibility might be an issue.	Staff and students will be able to access the College environment without difficulty.	Annually in the spring term.	Ongoing and consistently updated according to needs of students
To provide adequate signage for wheelchair access around the College.	To clearly display access points to Clare Hall for wheelchair users.	Signage in place.	Summer 2016	Ongoing and consistently updated according to needs of students
To provide updated training for personnel trained to use Evac chairs as part of the Personal Emergency Evacuation Plan.	Personal Emergency Evacuation Plans to be redrafted and distributed to relevant staff. - Fire marshals/those trained in the use of the 'Evac' chairs to have training updated.	PEEPS circulated current list of those included in the PEEP to be available to key members of staff.	Annually autumn term	Assistant Principal in charge of health and safety and Director of Inclusion provide and update training in accordance with need
To create seamless access to all areas of the College.	Ensure that all lift access points in the Hub, Clare Hall and D&T block are free from obstacles and inappropriate storage to allow fluid wheelchair access/other user access.	Areas are free from trip hazards and promote easy wheelchair access.	To be monitored on a continual basis.	Ongoing and consistently monitored and updated
Ensure car parking for blue badge holders.	Ensure that all staff/site users leave the disabled bays vacant unless they are a blue badge holder. Review existing arrangements. To improve awareness of site users.	To ensure that blue badge holders have adequate and unrestricted access to the designated disabled parking bays in College.		Ongoing and consistently monitored and updated

Access to Information Provided in Written Form

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVED
Availability of written material in alternative formats, e.g. enlarged print and Braille.	The College will make itself aware of the available services through the LA for converting written information into alternative formats.	The College will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils improved.	Ongoing	Ongoing and consistently updated according to needs of students
Make available College brochures, College newsletters and other information for parents in alternative formats and other languages.	Review all current College publications and promote the availability in different formats for those that require it.	All College information available for all through the website. Delivery of College information to parents and the local community improved.	Ongoing	Ongoing and consistently updated according to needs of students
Ensure that students with visual and or hearing impairment have access to the curriculum.	Specific training from HI and VI county teams to be available to teaching staff. TA's to produce modified and enlarged print resources. Promote the use of Assisted technology available to students including 'Load2Learn and Read and Write Gold.	Adaptations/Assisted technology in place to support curriculum access. Greater knowledge and awareness of staff.	Autumn term 2015 and regularly reviewed.	Regular reviews and ongoing INSET and training available annually