

BUDMOUTH COLLEGE



ACCESSIBILITY PLAN 2017 – 2020

Accessibility Plan - Introduction

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 The duties are the same as those in the previous Disability Discrimination legislation and have been replaced by the 2010 Act.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 adverse effect upon their ability to carry out normal day to day activities.

Aims of Budmouth Accessibility Plan

Over time Budmouth will:

- Increase access to the curriculum for students with a disability
- Improve the physical environment of the college to increase the access for students with a disability; and
- Make written information more accessible to students with a disability by providing information in a range of different ways

Other Policies

Our Accessibility Plan compliment and supports our:

- Special Educational Needs and Disability Policy and related to SEN Information Report;
- Supporting students in college with Medical Conditions Policy
- Equality Information and Equality Objectives
- Disability Policy (Exams)
- Inclusion Policy

It should also be read alongside the following:

- Curriculum Policy
- Staff Development Policy
- Health and Safety Policy
- Behaviour Policy
- College Improvement Plan
- Trips and Visits Policy
- SEND policy

Budmouth College wants everyone within our college to feel welcome, valued and included in the college community. We are committed to providing a fully accessible environment to enable this to happen.

Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves.

We want our students with disability to access all elements of college life, including college clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by students with a disability and eliminating discrimination.

We will ensure that through whole college training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

Current Practice:

Identification

Budmouth College's admission procedure requires information on any disability or health condition in early communication with new parents and carers.

For young people with Education Health Care Plans in place and with complex needs we have an established system in place to support any transition. This includes meeting with parents as well as representatives of the Health Authority involved in the management of health care needs. Where possible we are also able to visit students in their current educational setting and provide opportunities to visit the College in order to effect a successful transition into a new placement.

The College also liaises with a range of professionals including the Occupational Therapy Team, Hearing and Vision Support Service, as well as with the Mobility Training Officer and Building and Premises Team to carry out an environmental audit which then identifies what specific adaptations and changes need to be undertaken to meet the needs of our students.

For students joining at the usual transition point in Year 7 information is compiled through the following means:

- Visits to the primary school.
- Parental completion of our admissions paperwork detailing any health care needs.

We are therefore able to notify our First Aider of students joining who have identified medical needs including epilepsy, allergies, asthma etc. All teaching staff are aware of general medical needs through our SEN Information/Medical Needs briefing pack that is circulated to all staff at the start of the academic year.

- For those with Health Care Plans in place the College's First Aider is responsible for ensuring that staff have access to this information and plans are stored electronically under the students SIMS profile.

For those joining us after the start of the academic year the Head of Year is responsible for collecting information. The Director of Inclusion may also attend the initial parental meeting if this is felt to be necessary.

Our duty of care to all students means that we carefully observe our pupils progress and behaviour and will discuss any concerns with parents and carers as necessary.

The Curriculum

Budmouth College has improved access to the curriculum for students with a disability through the following ways:

- Modification and adaptation of worksheets and curriculum content for students with visual impairment.
- Bespoke Inset from the Local Authority Hearing and Vision Support Services for staff who are teaching students with either a visual or hearing impairment.
- Increased curriculum access using ICT resources such as 'Join Me.com', together with guidance for staff.
- Placing a high priority on Continuing Professional Development to ensure that all staff have increased and up to date knowledge of the impact of a variety of conditions upon learning – e.g. Autistic Spectrum Disorders, Epilepsy, Attachment, Sensory Needs and ADHD.
- Annual Inset provided by the Health Authority in terms of Epilepsy and Anaphylaxis.
- On line training regarding diabetes.

- Organisation of classrooms so that staff promote the participation and independence of all students.
- Provision of a differentiated curriculum, designed according to need and where necessary with specialist input for those pupils that receive such provision.

The Physical Environment

Our relatively newly built Hub meets DDA building requirements which means that the building is accessible to all.

There are accessible toilets in The Hub, SEN block, Clare Hall and the Design Technology block.

There are lifts in The Hub, Design Technology block and in the foyer of Clare Hall.

We have a designated wet room for students with personal care needs.

We have a designated space for physiotherapy.

In Design Technology specific adaptations have been made to Food Technology so that there is a work station that is accessible to wheelchair users.

Within Science there are height adjustable work stations.

Each faculty area has at least one height adjustable desk.

The College has ramps enabling access to some of the older buildings and cabins.

Steps/thresholds are highlighted in yellow.

Audits are carried out by the Visual Impairment Service and Hearing Impairment Service on a regular basis.

There is a dedicated 'drop off point' outside the SEN building and disabled parking bays outside of the College Sports hall.

Information

Budmouth College makes written information more accessible to students with a disability through:

- Providing modified and adapted resources for students with a visual impairment.
- Ensuring that all staff have access to guidelines from Specialist Support Services including the Hearing Impairment and Vision Support Services in relation to the presentation of all written information.
- Through the use of Social Stories for some of our younger people who benefit from more visual information.
- Where appropriate through the use of visual timetables.

Implementation

Our Accessibility Plan shows how to access Budmouth College will be improved for students with a disability (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them wherever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- How to ensure students with a disability are as prepared for life as their non-disabled peers.
- How we can encourage students with a disability to take part in after college clubs, leisure and cultural activities and college visits.

- How we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum.
- Adding specialist facilities to our college as necessary and improving the physical environment.
- How we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the college. It will advise other college planning documents.

Budmouth will work in partnership with the Local Authority developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the college to improve access will follow and be guided by the relevant building regulation as advised by the Site Surveyor and the Local Authority Strategy for Accessibility.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Budmouth's Accessibility Plan will be implemented by Wendy Davies, Director of Inclusion.

Sufficient resources will be allocated by Budmouth College to implement this Accessibility Plan.

Monitoring

The Budmouth Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor.

The Governing body will monitor Budmouth's activity under the Equality Act 2010 (and in particular section 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

Budmouth College's Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Budmouth College complaints procedure covers the Accessibility Plan.

Approved _____

Date _____

Review Date _____

	<p>rather than use the current model of 'opting in'.</p> <ul style="list-style-type: none"> Consider the use of any online training modules which might be available. 			<ul style="list-style-type: none"> Students and families feel supported and that needs are understood.
<p>Circulate reminders to all staff at the start of every half term about students with Health Care Plans.</p> <p>Health Care Plans to be checked to ensure they do not need to be updated.</p>	<ul style="list-style-type: none"> Reminder to be sent out on an email at the start of each half term. Centralised list to be in an easily located space. Contact relevant medical professional to determine if the plan needs to be updated. 	<p>First Aider</p> <p>Senior Leadership Team</p>	<p>From autumn 2017</p>	<ul style="list-style-type: none"> Check with staff using buttons on SIMS to see if they are aware of where to find the relevant information on SIMS.
<p>Greater staff accountability/scrutiny in terms of provision maps.</p>	<ul style="list-style-type: none"> Staff to feedback using a proforma on whether or not outcomes on the provision map have been met. 	<p>SSC LSC Resource Base staff</p>	<p>Termly/proforma</p>	<ul style="list-style-type: none"> Closer monitoring and scrutiny of feedback from teaching staff.
<p>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.</p>	<ol style="list-style-type: none"> Publicise an Awareness Register at the start of the academic year. <ul style="list-style-type: none"> 'T' to be noted on SIMS. Monthly SEN updates in terms of feedback from other professional agencies, access arrangements etc. signposting to any advice/reports etc. 	<p>Director of Inclusion</p> <p>Director of Inclusion</p>	<p>Termly</p> <p>Monthly</p>	<ul style="list-style-type: none"> System becomes more 'embedded'. Request feedback from staff as to the usefulness. Awareness Register is more up to date. Evidence trail for parents. Director of Inclusion and Heads of Year regularly review SEN D student data and progress

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Improving The Physical Environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
To provide adequate signage for wheelchair access around the College.	Investigate what we need in the way of signage and the cost. Provide signs displaying access routes to the college office for wheelchair users. Office staff to provide hand outs of disabled access routes	Site Staff	Easter 2018	£100	<ul style="list-style-type: none"> • Signage in place • Pupils and disabled visitors are easily and quickly able to access the College building.
To provide wheelchair access in and out of the right hand gym.	'Platform' to be created outside of the rear fire exit from the gym, to enable wheelchair users a safe and secure exit point in the event of a fire.	LA	October 2017		<ul style="list-style-type: none"> • Ramp in place and accessible to all students who use a wheelchair.
To provide a physio space to complement an existing wet room provision. - To move any medicines out of the wet room and into a locked cupboard in the physio room to prevent cross contamination.	Identification of an appropriate space, refurbishing existing office space. New cupboard to be provided for the physio room.	LA WAD	Summer 2017 October 2017		<ul style="list-style-type: none"> • Physio room created and used on a daily basis. • We are compliant in terms of guidance re cross contamination/administration of medications in an unsuitable space.
Improvement to existing accessible toilet facilities.	Toilets in the Hub, Design Technology block, Admin corridor, SEN block to be extended and altered to create greater access for students in wheelchairs. Installation of charging plinths in various locations.	LA	Summer 2017		<ul style="list-style-type: none"> • Improvement in facilities already in place – e.g. within the Hub. • Overall increase in number of available toilets – e.g. admin corridor. • Students can safely access the toilet independently or with assistance if necessary aiding better life outcomes.

To create seamless access to all areas of the College.	Ensure that lift access points in the Hub, Clare Hall and D&T block are free from obstacles, inappropriate storage to allow fluid wheelchair access/other user access.	Site staff TA Team	On-going		<ul style="list-style-type: none"> • The physical environment is improved by removing any hazard. • Students with disabilities/visitors to the College are able to move around the College easily.
<p>Carpet wells near doorways.</p> <ul style="list-style-type: none"> - Review 'trip' hazards due to uneven floor surfaces where mat has 'shrunk'. 	Areas near doorways to be checked for any shrinkage – self levelling screed to be used to create a level surface to avoid 'trip' hazard for students.	Site staff	December 2017	£100	<ul style="list-style-type: none"> • Areas identified. • Planned time scale for mat replacement/self levelling scree work to be undertaken.

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Making Written Information More Accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
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.	Senior Leadership Team Director of Inclusion		Students with a disability and parents have an increased awareness of all information usually communicated via written means.
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. Knowledge of who to approach in terms of local providers/signposting.	Principal Director of Inclusion		Completion of a list of possible advisors.
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. TAs' to produce modified and enlarged print resources. Promote the use of Assisted technology available to students including 'Bookshare' and 'Read and Write Gold'.	Director of Inclusion Assisted technology Teaching Assistant	Annually /or in relation or specific need of an individual.	Individualised modified and adapted resources provided for classroom use. TA training update as necessary.
Review the accessibility of information on the College website.	Consider using a group of students e.g. College council or specific group. Investigate the possibility of a 'read' link on the College website.			