

Honiton Community College



This plan was reviewed by the
Campus and Health and Safety
Committee of Honiton Community
College on 12th January 2014 and
will be reviewed every three years or as required.

Accessibility Plan 2014-17

ACCESSIBILITY PLAN 2014-2017

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

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:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The purpose and direction of the school's plan: vision and values

Honiton Community College strives to ensure that the culture and ethos of the college are such that, what ever the abilities and needs of members of the college community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

A disabled child will have a difficulty with any of the following `normal day-to-day activities'.

- Mobility getting to/from school, moving about the school and/or going on school visits.
- Manual dexterity: holding a pen pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball.
- Physical co-ordination: washing or dressing, taking part in games and PE.
- Ability to lift, carry or otherwise move every day objects: carrying a full school bag or other fairly heavy items.
- Continence: going to the toilet or controlling the need to go to the toilet.
- Speech: communicating with others or understanding what others are saying. How they express themselves orally or in writing.
- Hearing: hearing what people say in person or on a video, DVD, radio or tape recording.
- Eyesight: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom.
- Memory or ability to concentrate learn or understand: work in school including reading, writing, number work or understanding information.
- Perception of the risk of physical danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads.

In addition to the planning duties, schools and local authorities have duties towards disabled pupils, both individually and collectively, under Part 4 of the DDA:

- 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 a substantial disadvantage. This is an anticipatory duty, so requires everyone to think ahead.

The plan is for:

- Disabled pupils who are in the school now: improving access for them is a matter of planned improvements in addition to reasonable adjustments;
- Disabled pupils who are in the school system, but at an earlier Key Stage: good advance information about disabled pupils going to the school will be important to making reasonable adjustments and to making planned improvements overtime;
- Disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.

The definition of special educational needs

The Education Act 1996 says that 'a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. It also says that a disability, that prevents or hinders a child from accessing education, amounts to a learning difficulty **if** it calls for special educational provision to be made. Special educational provision is provision that is made that is additional to or otherwise different from provision that is normally available in the area.

The scope of the plan is to:

- Increase access to the curriculum for disabled pupils;
- Make improvements to the physical environment of the school to increase access to education and associated services;
- Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

Consultation:

The vision and values underpinning the school's plans for disabled pupils has been discussed with staff to enable them to contribute their ideas and to remind staff of the three key duties towards disabled pupils, in the DDA; and remind them of the responsibility of every member of staff to remove barriers to learning for disabled pupils.

Information from pupil data and school audit

The College records and monitors student's regularly through Induction, report and parents evenings. Data on students and an assessment of their needs is collected recorded and monitored bi annually. Students with special needs and disabilities are recorded on the Special Needs register and are initially the responsibility of the Additional Needs Director (AND).

Information on students needs is disseminated to all staff with help and support to help the students learning.

Prior data and an audit of needs is assessed at the key transition stages at Key Stage 2-3, Key Stage3/4 and post 16. The Assistant Principal in charge of ECM, Heads of Learning (HOL), AND, Heads of departments and other professionals are involved in this process.

The AND and HOL plan for transition especially in the Primary /Secondary transition up to a year in advance, or for two years for students with a Statement of SEN. Students in need of additional support for what ever reason will be provided with a Learner Profile. This will state the issues raised and the intervention and support needed. These are issued to all staff concerned and may be found in the W drive - College Admin - Additional needs – AND.

Increasing the extent to which disabled pupils can participate in the curriculum and life of the college

The College aims to include all students including those with disabilities, in the full life of the college. The strategies to do this are:

- having high expectations of all students;
- finding ways in which all students can take part in the full curriculum including music, sport and drama;
- planning out of college activities including trips and excursions so that students with disabilities can participate;
- having rigorous risk assessment and planning procedures to make all out of college activities safe;
- setting an admission policy and criteria which does not discriminate against students with disabilities or treat them unfairly;
- using teaching and learning techniques which remove the barriers to discrimination
- planning and maintaining the physical environment of the college to cater for the needs of students with disabilities;
- raising awareness of disability amongst the college staff (teaching and non-teaching);
- providing written information for students with disabilities in a form which is user friendly;
- using language which does not offend in all of its literature and make staff aware of the importance of language;
- providing resources library and ICT to enable all students to be supported and have access to the full curriculum.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The college Governors Campus Health & Safety Committee monitor and assess annually the physical site and make recommendation on need and Health and Safety grounds for adjustments to the site.

Identified needs are placed before the Governors and may become part of the whole College Development plan and the Asset management plan.

Where necessary County Council experts will be consulted about particular needs.

Monitoring

The College recognises the need to monitor and evaluate its systems to ensure that all students with disabilities are not being disadvantaged. The following college policies and systems will be monitored:-

- Admissions
- Attainment
- Attendance
- Punctuality
- Impact of pastoral strategy

- Rewards
- Sanctions
- Exclusions
- SEND register
- Citizenship and PSHE curriculum
- Literacy and catch up sessions
- Extra curricular activities
- Homework
- Homework club □ Options KS4, KS5.
- Selection and recruitment of staff
- Governing body representation
- Parents attending consultation Target setting and annual review meetings □ Parental involvement in the PTFA

Management, Co-ordination and Implementation

The Governing Body Campus Health & Safety Committee have a monitoring role for the physical site of the college. An annual audit takes place to consider the facilities and this is incorporated into the Asset management plan and the Whole College Development Plan. Reports on areas of concern or on new students requiring additional facilities are provided by the AND, Heads of Learning and ELT.

The Health and Safety Officer also conducts an annual audit of need and impact and reports to the committee. Recommendations requiring capital investment are looked at by the full Governors and may require use of the Devolved Formula Capital.

County Council involvement includes access to expertise advice and may also be used in the tendering and project development phase of any developments.

Monitoring of student's pastoral and curriculum needs is the responsibility of the AND, Heads of Learning and Teachers. Annual reviews and reports raise issues, consultation at option evenings and target setting day also provide for an assessment of needs. The AND also conducts an annual audit of students on the register to assess their needs and to establish if they are being met.

Access Plan

The plan will be informed by:

- The views and aspirations of disabled students gathered through an annual survey;
- The views and aspirations of parents of pupils with disabilities through annual survey;
- The views and aspirations of other stakeholders including staff.

Short Term:

- To enable student voice to be heard through the annual survey
Increase access to the curriculum
- To improve staff awareness on the needs and responsibilities for students with disabilities by providing appropriate INSET to relevant staff.
- To incorporate in the curriculum a knowledge and understanding of the needs of people with disabilities.
- Each subject allows equal access to all students to the academic curriculum.
Make improvement to the physical environment of the College
- Review the current provision by conducting a site audit to be carried out in conjunction between the Health and Safety officer and members of the Campus Health & Safety Committee.

- The College will review its current information systems to enable equal access to students and parents/carers to college information.
 - To review practices to allow access to all areas for wheelchairs including all double doors to be open and areas not used for storage.
- Make written information available to students in a range of different ways.**
- To increase access to the written curriculum by rolling out the use of Read and Write allowing access to the written word on computer and train identified students.

Medium Term:

Increase access to access the curriculum

- Audit the pastoral and Academic curriculum so as to allow equal access to all students.
- To continue to incorporate in the curriculum a knowledge and understanding of the needs of people with disabilities.
- To widen the extra curricula activities on offer for all students.

Make improvement to the physical environment of the College.

- To improve any minor changes in the physical site/buildings as identified in the short term plan audit.
- **Make written information available to pupils in a range of different ways.**
- Review the needs of students and review improve technology in the light of those needs.

Long Term:

- To review the provision for disability for all stakeholders as part of a three year cycle.
- To implement any changes to the physical space as required by review audit or monitoring processes.
- To re-examine the curriculum provision in the light of ever changing National scene.