Accessibility Policy and Plan

October 2018
To be reviewed: October 2021

Denton Community College

Accessibility Plan – October 2018

Rationale and aims

Denton Community College ensures that the culture and ethos of the college are such that, whatever 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.
Equality for disabled students is recognised in such a way that all college policies apply to them equally.

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

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music and drama
- planning out of college activities including all college trips and excursions so that students with disabilities can participate
- having admissions policy and criteria which does not discriminate against students with disabilities or treats them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the college to cater for the needs of students with disabilities
- raising awareness of disability amongst staff through a programme of training
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all its literature and make staff and students aware of the importance of language.

The definition of disability

- Someone with a physical or mental impairment.
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long–term and substantial effect on students' everyday lives.

We recognise our duty under the Equality Act 2010 and in the Department for Education guidance for schools contained in the Equality Act 2010 and Schools guidance,

- The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.
- It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to: direct discrimination, indirect discrimination, and discrimination arising from a disability harassment

The Governors have the duty to publish Accessibility Strategies and Plans. This document represents the plan for Denton Community College.

The scope of Denton Community College Accessibility Plan

This plan covers all three main strands of the planning duty:

1.   Improving the physical environment of college

This is for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.

Currently at Denton Community College all students can access the curriculum regardless of disability. The College is a new purpose built building designed in 2010. Great attention and detail was given to the design to create an environment accessible to all.

Guidance for Strand 1
This strand of the planning duty covers aids to improve the physical environment of the college and physical aids to access education.

- *The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.*
- *Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.*
- *Physical aids to access education cover things such as ICT equipment, enlarged computer screens and key boards, concept key boards, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.*

2.   **Increase the extent to which disabled students can participate in schools' curriculum.**

The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum. No student cannot access learning at Denton Community College. All students have access to all learning areas.

Students who are identified as needing additional support in order to access the curriculum via the school's Special Educational Needs register are offered personalised support. This can include a range of options as detailed in the school's Special Educational Needs (SEN) Information Report such as:

- Transition group support
- Learning Mentor Support
- Social skills groups
- Individual or small group withdrawal intervention in the Centre for Student Intervention.
- Individual support in lessons from Teaching Assistants
- Alternative English curriculum in Key Stage 3
- Integrated alternative curriculum placements in Key Stage 4

Guidance for Strand 2
This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through college and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled students although adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

3.   **Improving the delivery of information to pupils with disabilities**

Any students requiring additional support are clearly identified prior to entry to the college. Those requiring specific support with communication are known by staff so their needs can be met appropriately in lessons and unstructured time. Some students may be allocated additional support and monitored on a daily basis.

Guidance for Strand 3
This part of the duty covers planning to make information normally provided by the college in writing to its students-such as hand-outs, timetables, textbooks, information about school events – available to disabled students. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speak or sign language, through a recognised symbol system or ICT. This information should also be made

available within a reasonable time frame and take account of the students' disabilities and students' and parents' preferred formats.

Other related policies

Equality for disabled students is included as an explicit aim in all of the college's policies and is supported by the college's other policies including:

- Teaching and Learning
- SEN Policy
- Admissions Policy
- Behaviour Policy
- School Improvement Plan

Making it happen:

Audit, management, implementation and monitoring.

Audit of provision, October 2018

- Students are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all.
- Students have individual learning targets, closely monitored and regularly reviewed.
- Analysis of data allows us to measure the impact of intervention and support strategies for children on the Special Educational Needs (SEN) Register.
- Teaching Assistants are well trained and work in collaboration with teaching staff to ensure appropriate support is offered to children with disabilities
- The SEN register is kept up to date
- Appropriate and specific intervention programmes for students with SEN
- All current students can access all learning areas.
- The building and all learning spaces have been designed to allow access to all.
- Toilets, washing facilities, changing areas have been designed to allow access by all.
- Fixtures and fittings have been chosen to enable access by disabled students.
- Advice and support is sought from the Authorities Support Service Advisory teachers, EP and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a)   **The building and grounds**:

- Ensuring high standards of maintenance to ensure the current appropriate provision is maintained
- Flexibility of seating arrangement to suit need.

(b)   Learning and teaching:

- We will review and monitor to ensure disabled students make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored
- Additional support will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Using GO4Schools, our regular data collection and monitoring in college by staff, we are able to track and analyse the achievement of all our students.
- Review of all policies in college on an ongoing and scheduled basis

- The college website will be reviewed and pages with information about our links to disability will be extended.

(c)   Communication methods

- Use of interactive whiteboards
- Use of ICT resources – wide screen computers, netbooks, iPad.
- Enlarged text
- Visual timetables for some students.
- Raised touch symbols as instructions or information e.g. timetables.
- Diary and news pages on the college website
- Informal discussions with parents/carers
- Telephone conversations and messages with parents
- Most information is available electronically and can be converted to other appropriate formats.

The effectiveness of these adjustments will be monitored regularly and the opinions of disabled stakeholders canvassed. Feedback will come from:

- Student interviews
- College Student Council
- Parental Questionnaires
- Staff opinions
- Governors
- Outside agencies
- Other visitors and users of the college

Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of college life in the widest sense for those students on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards disability:

- Student interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The action plan will be reviewed annually and renewed every three years.

Getting hold of the college's plan

The Colleges Accessibility plan will be on the college website and hard copies produced on request at Reception.

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.
The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.
Details of disability are collected in the following ways:

- Students – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence. This will be part of our job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

Denton Community College accessibility plan 2018-2021

Denton Community College is committed to removing barriers to student access.

A.   Information gathering to inform development

Target	Actions	People responsible	Timescale	Success Criteria/Outcomes	Monitoring- How you will measure the impact on outcomes for evidence
All staff are informed of students with a disability	Circulation of disability register to all staff along with guidance as to where further information can be obtained	SLT/ SENCO/SEN teacher	By Christmas half term	All staff aware of students with a disability	Teacher and TA planning to meet the needs of students with a disability.

Student progress |
| Collect views to inform planning | a) Collect views of students on the disability register through student interviews.
b) Send out and collect questionnaires to parents.
c) Discussion with parents/Carers at parents evening and review meetings | SLT/ SENCO/ SEN teacher/HOY/ Form Tutors | By January 2019 and on-going | Views of stakeholders collated and considered with a view to inform planning | Areas to be addressed for improvement are identified and incorporated in the plan |
| Identify students with a disability at the first opportunity | Revise new admissions pack to include questions for parents of children with disability Liaise closely with feeder schools to ensure effective transfer of information | SENCO /SEN teacher/ HOY and SLT | From October 2018 on-going | Disability Register is up to date and all students with a disability identified | All staff are aware of the students with a disability and this is reflected in their planning.
Student progress |

To keep staff updated in terms of information sharing, training and collection of their views	Information about students with a disability relayed to staff via The SEN register and training to be provided as needs are identified	SENCO /SEN teacher/ HOY and SLT in liaison with specialist services (e.g. VI, School nurse etc.)	From October 2018 on-going	Staff are aware of the students with a disability and are able to plan for their needs	Details of any training provided. Information circulated to staff. Staff awareness of the needs of students with disabilities and how they can plan for them
Using data to monitor the progress and attainment of students with a disability	Collation of data for students identified as having a disability at regular snapshots throughout the year to track progress, i.e. QA cycle	SLT/ SENCO/SEN teacher Sharing findings with HODs/HOY	From October 2018 on-going	The progress and attainment of students with a disability is tracked and monitored to ensure appropriate progress against identified target grades	Tracking of progress of students with a disability. Early identification of underperformance and interventions used to address any underperformance

B- Strand 1 Improving the physical environment.

Target	Actions	People responsible	Timescale	Success Criteria/Outcomes	Monitoring- How you will measure the impact on outcomes for evidence
To ensure the building continues to be accessible by all	Interviews with students with a disability to seek their views on ease of access to the building. Parents consulted via a questionnaire. Support Services working with students with a disability opinions collected and reviewed	SLT/ SENCO/ Robertson's	By February 2019	Identification of barriers to good access as identified by students, parents/carer	Strategies to remove these barriers identified and incorporated into the plan
On-going maintenance and repair to ensure the building continues to be accessible to all	Staff to report, repairs faults, areas for maintenance directly to the Business Manager who will liaise with the premises manager to initiate repairs	SLT/ all staff/ Finance Officer/ Robertson's	From October 2018 on-going	High standards of maintenance and repair to enable ease of access by all	Log of repair and maintenance to enable access by all

C- Strand 2- Increasing the extent to which disabled students can participate in the college curriculum.

Target	Actions	People responsible	Timescale	Success Criteria/Outcomes	Monitoring- How you will measure the impact on outcomes for evidence
All teachers plan for differentiation	Whole school inset on differentiation. Faculties use development time to plan for differentiation. All staff to use differentiation in their planning	SLT/CPD Leaders, HODs, all teachers and TAs	From October 2018 on-going	Differentiation is used to enable all students to access the curriculum	Observation by HODs and LT during Learning Walks of planning for differentiation and lessons showing differentiation. Tracking of students to monitor progress against target grades
Promotion of participation and independent learning	a) Staff to plan engaging stimulating lessons with a focus on independent learning. b) Staff optimising the use of learning spaces to promote participation and independent learning. c) Use of ICT and other specialist equipment to facilitate learning	All teachers/ TAs/ HODs	From October 2018 on-going	Students who are engaged in their learning and are confident as independent learners	Observations of planning and Learning Walks. Tracking of students to monitor progress against target grades
TAs trained to support students with a disability	Training of TAs to meet the needs of students with disabilities	SENCO/HOY/external providers when specific needs are identified	From October 2018 on-going	TAs fully trained to support students with a disability	Observation of TAs in lessons working with students. Student progress
All out of college activities are planned to ensure participation by the whole range of students	Review all out of college provision to ensure compliance with legislation and to ensure access by all	SLT,SENCO, all staff	From October 2018	Increase in access by all to extra-curricular activities	Log of students who have attended activities. Monitoring of views of students who participate. Student progress

Develop a personalised curriculum for vulnerable students.	Review current curriculum pathways and provision. Implement targeted support to develop literacy and numeracy skills to enable access to learning	Teaching and Learning Lead SLT/ SENCO/ SEN teacher/ wider SLT/ HODs/ all teaching staff/ TAs	From October 2018	All students have access to the curriculum and learning	Tracking of student progress

D – Strand 3- Provision of information

Target	Actions	People responsible	Timescale	Success Criteria/Outcomes	Monitoring- How you will measure the impact on outcomes for evidence
To determine the availability of written materials in alternative formats	Determine the services available through the LA for converting written information into alternative formats	SENCO/SEN teacher/TAs	From November 2018	The college will be able to provide written information in different formats when required for individual purposes	Student and Parent feedback on the effectiveness of communication
Make available school brochures, newsletters and other information for parents in alternative formats	Review all current college publications and promote the availability in different formats for those that require it	SENCO/SEN teacher/TAs	October 2018	All information available to all	Student and Parent feedback on the effectiveness of communication
Ensure information for parents and students is available on the college website	ICT/digital lead to continue to promote the use of the website across the college	ICT Lead	From October 2018 on-going	All information available to all	Student, Parent and staff feedback on the effectiveness of communication
Review documentation with a view of ensuring accessibility for students with visual impairment	Identify documentation used by VI students. Seek help and support from the VI team in ensuring it is accessible by VI students	SENCO/SEN teacher/all staff/ VI team	From October 2018	Delivery of information to students, parents/carers with visual difficulties improved	Student and Parent feedback on the effectiveness of communication
Raise awareness of the importance of good communications systems for all	Raising all staff awareness of the need for effective communication systems	SENCO/SEN teacher/SLT/HOD/all staff	From October 2018	Awareness of all staff raised	Student and Parent feedback on the effectiveness of communication