Accessibility Plan

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Next Review	February 2022
UCC Governor Approval Committee	Resources Committee
UCC Staff Role Responsible	SENCO & Site Manager

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Values, Vision & Ethos

Vision: *Everyone at UCC thrives, making excellent progress in their learning, achievement and development.*

Values: Respect, Honesty, Kindness.

These simple and memorable values underpin everything we do as a school. They help guide our decision making and ensure we place staff and students at the heart of everything we do.

Ethos: At UCC our ethos is inclusive, highly aspirational and person focussed. We believe that by creating the conditions for our staff to thrive, our students will be provided with a truly great education and in turn, they too will thrive and succeed. We believe in the capacity for continual improvement and use a growth mindset philosophy to focus on always striving to learn and grow.

UCC Education Vision Wheel:

UCC Vision – Everyone at UCC Thrives, Making Excellent Progress in Their Learning, Achievement and Development
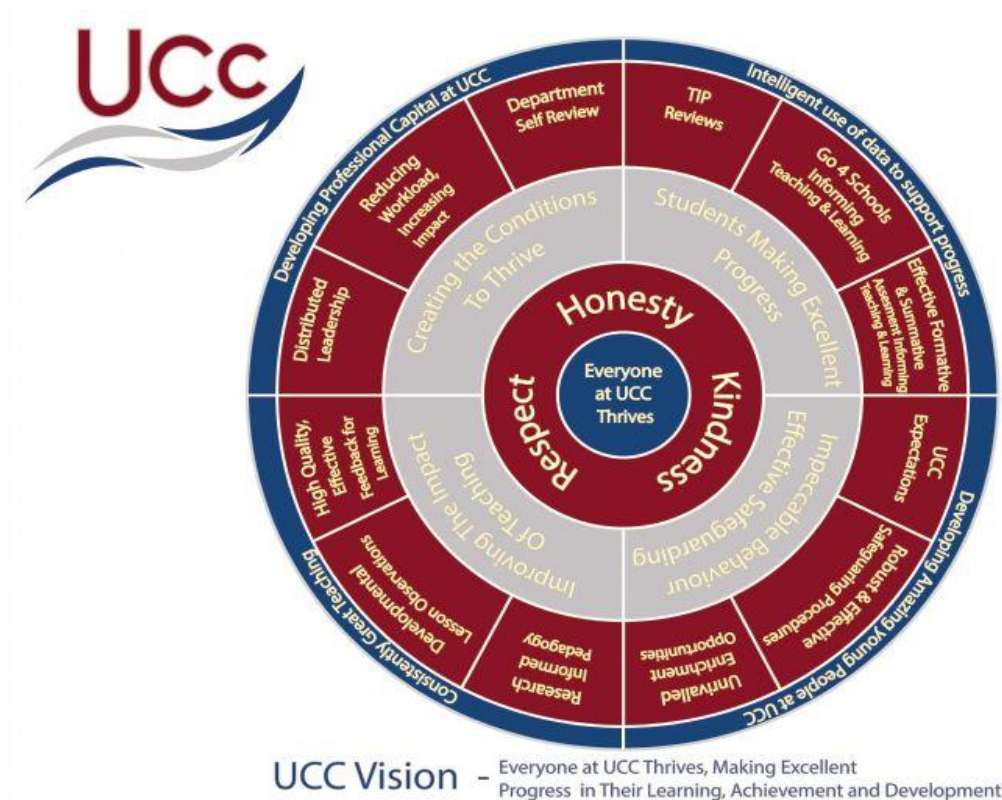
The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Rutland Local Authority

1. *Liz Odom Social Inclusion Development Officer*
2. *The Rutland SEN provision Rutland Social Care*
3. *Rutland Local Authority's Local Offer: Website link:* www.rutlandsenfamilies.co.uk/local-offer
4. *Rutland Information Advice and Support Services for Special Educational Needs and Disabilities (RIASS)*

   Tel: 01572 723494   E-mail: riass@rutlandcab.org.uk

Northamptonshire Local Authority

Northamptonshire Specialist SEND Service   E-mail: SSS@northamptonshire.gov.uk

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	A semi-formal and formal curriculum model is being implemented to ensure pupils continue to make progress towards challenging objectives and the needs of all of our students are being met.	Continue to ensure the effectiveness of the curriculum models. Develop the annual DSR process to include a specific SEND focus. Ensure that all relevant DSR SEND feedback is shared to develop best practice.	Subjects Leaders Subjects Leaders Subjects Leaders	On-going September 2019 September 2019	Students have access to an alternative curriculum that takes into account all of their skills, aspirations and educational needs. DSR explores strengths and weaknesses in accessing subject areas across the curriculum Shared DSR feedback is evaluated and there is evidence of adjustments and improvements across the curriculum.

			Embed a SEND evaluation approach to curriculum access	SENCO	September 2019	Lessons visited show students are able to access the curriculum and reasonable adjustments are evident.
			Students have access to appropriate technology that removes barriers to learning.	SENCO	On-going	
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* *Ramps* *Lifts* *Corridor width* *Disabled parking bays* *Disabled toilets and changing facilities* *Library shelves at wheelchair-accessible height* *Adaptable furniture in practical areas*	All new buildings, offices and communal areas are specifically designed and arranged to meet the needs of all learners. To continually improve access to all areas of the College through reasonable adjustments, with a clear focus on meeting the needs of all	Complete the planned improvements, review pupil access to ensure a positive impact on learning and a wider College experience. Explore necessary adjustments needed to DT areas to ensure full access for students with physical disabilities.	Site Manager	On-going April 2019	All students can access all areas of the College Students with physical disabilities can access all DT areas and study the subject at GCSE level

			learners.	Assess access and adjustments needed to enable students with physical disabilities to be able to fully access Food rooms		April 2019	
		• *Reduced height bannisters* • *Step edge highlighting* • *Large signage in place* • *Storage for specialist student chairs* • *Personal Fire evacuation plans in place (PEEPS)* • *Access to car park for public transport* • *Maintenance of stairs, corridors and communal spaces*		Attend transitional meetings with the SENCO to discuss the needs of specific pupils		On-going	
				Liaison with key staff in relation to option choices and necessary environmental adjustments		April 2019	
				Conduct the annual Full Site Access Audit		June 2019	
				Annual PEEP review Process		September 2019	

Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Audio radio equipment* • *I-pads* • *Word processors/laptops* • *Text to speech programmes* • *Speech to text programmes* • *Coloured overlays* • *Buff/coloured resources* • *Use of mobile –phones* • *Audio Books*	All students can visually access lesson content Multi-sensory materials are used in first wave quality teaching The College provides all students with access to appropriate technology that considers their needs	Develop the annual DSR process to include a specific SEND focus. Ensure that all relevant DSR SEND feedback is shared to develop best practice. Embed a SEND evaluation approach to curriculum access Students have access to appropriate technology that removes barriers to learning. Appropriate staff training/and awareness to support students using technology in lessons		September 2019 September 2019 September 2019 On-going December 2020	DSR explores strengths and weaknesses in accessing subject areas across the curriculum Shared DSR feedback is evaluated and there is evidence of adjustments and improvements across the curriculum. Lessons visited show students are able to access the curriculum and reasonable adjustments are evident.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governors Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality & Diversity policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Audit	Descriptions of findings	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Clear and unobstructed				
Lifts	Maintained and easily operated				
Parking bays	Signed and monitored for use				
Entrances	Clear and unobstructed				
Thresholds	Minimal and no trip hazard				
Ramps	Compliant				
Reception area	Fully accessible				
Lighting	Adequate and appropriate				
Internal signage	Clear and appropriate				

Feature		Audit	Description	Actions to be taken	Person responsible	Date to complete actions by
Emergency escape		Routes clear and unobstructed				
Adaptable furniture		Functional and fit for purpose				
Specialist chairs		Functional and fit for purpose				
Toilets	Admin	Clear and unobstructed Alarm operational				
	Block 3					
	Drama					
	Inclusion					