



Accessibility plan

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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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We are committed to using our best endeavours to provide an appropriate and high-quality education for all students at our school which enables them to:

- Achieve their best supported by our school values of kindness, respect and honesty.
- Become confident individuals living fulfilling lives.
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every student, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all students, including those with special educational needs.

We aim to achieve a community where parent/carers and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for students with SEND.

We aim to provide all students, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, staff and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<p>Uppingham Community College offers an adapted curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all students, including those with a disability</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all students</p>	<p>A semi-formal and formal curriculum model has been implemented to ensure that pupils continue to make progress towards challenging objectives and the needs of all our students are being met.</p>	<p>Continue to ensure the effectiveness of the curriculum models.</p>	Subject leaders	On-going	<p>Students have access to an alternative curriculum that takes into account all of their skills aspirations and educational needs.</p>
			<p>Further develop the annual DSR process to include a specific SEND focus</p>	Subject Leaders	December 2023	<p>DSR explores strengths and weaknesses in accessing subject areas across the curriculum</p>
			<p>Ensure that all relevant SEND Feedback is shared to develop best practice</p>	Subject leaders	December 2023	<p>DSR feedback is evaluated and there is evidence of adjustments and improvements across the curriculum.</p>
			<p>Embed a SEND evaluation approach to curriculum access</p>	SENCO	On-going	<p>Lessons visited show students are able to access the curriculum and reasonable adjustments are evident.</p>
			<p>Students have access to appropriate technology that removes barriers to learning.</p>	SENCO	On-going	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Adaptable furniture • Range of inclusive indoor and outdoor PE equipment • Reduced height bannisters • Step edge highlighting • Personal Fire Evacuation Plans in place (PEEPS) • Access to car park for public transport • Maintenance of stairs corridors and communal areas 	<p>All new buildings, offices and communal spaces are specifically designed and arranged to meet the needs of all learners</p> <p>To continually improve access to all areas of the college through reasonable adjustments with a clear intent to meet the needs of all students</p>	<p>Complete the planned improvements, review student access to ensure a positive impact on learning and the wider college experience</p> <p>Attend transition meetings with the SENCo and discuss specific student needs</p> <p>Liaison with key staff in relation to option choices and necessary environmental adjustments</p> <p>Conduct the annual Full Site Access Audit</p> <p>Annual PEEP review Process</p>	Site Manager	<p>December 2023</p> <p>March-June 2024</p> <p>February 2024</p> <p>February 2024</p>	<p>All students can access all areas of the College</p> <p>Students with physical disabilities can access all study areas and study subjects to GCSE level.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS	SUCCESS CRITERIA
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Radio mics • Assistive technology/software are • Laptops /iPads • Text to speech programmes • Use of mobile phones • Audio books • E library • Social stories • symbolic representations 	<p>All students can visually access lesson content</p> <p>Multi-sensory materials are used within quality first teaching</p> <p>The College provides all students with access to technology that considers their needs</p>	<p>Continue using the annual DSR process to include a SEND specific focus</p> <p>Ensure that all relevant DSR feedback is shared to develop best practice</p> <p>Embed a SEND evaluation approach to curriculum access</p> <p>Students have access to technology that removes barriers to learning including Reader Pens.</p> <p>Appropriate staff training/ and awareness to support students using technology in lessons</p>	SENCo	<p>December 2023</p> <p>December 2023</p> <p>December 2023</p> <p>December 2023</p>	<p>DSR explores strengths and weaknesses in accessing subject area across the curriculum</p> <p>Shared DSR feedback is evaluated and there is evidence of adjustments and improvements across the curriculum</p> <p>Lessons visited show that students are able to access the curriculum and reasonable adjustments are evident</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCo and the Facility Manager

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 and Diversity policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility Audit

Feature	Audit	Description of findings	Actions to be taken	Person Responsible	Date to complete actions by
Corridor access	Clear and unobstructed				
Lift	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				