



Barton Peveril
Sixth Form College

Accessibility Plan 2021

Author:	Vice Principal (Quality and Teacher Development)	Approved:	By SLT October 2021	Review:	October 2022
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Each student who joins the college community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. The college aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The college will provide reasonable adjustments in line with the 2010 Equality Act, subject to financial resources and practical considerations, to enable all students to participate fully in their education.

It is the policy of Barton Peveril College:

- to ensure all students are able to participate to the best of their ability in the educational opportunities provided, making best possible progress both academically and socially and to achieve the highest standard of personal and academic development of which they are capable
- to strengthen the existing partnerships between college, student, parents and agencies in order to work effectively to meet the needs of all learners.
- to ensure that all staff, students and visitors to the college have access to the premises and are treated with respect and are supported if they have long term medical needs.

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](#).

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

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.

3. Aims

The purpose of the Accessibility Plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the curriculum;
2. Improving the environment of the college to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

We are committed to providing a College that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability. When reviewing or redesigning our college environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatising any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

The plan will be made available online on the college website, and paper copies are available upon request.

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

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

4. Monitoring and Evaluation

- Overall responsibility for the Accessibility Plan lies with the Vice Principal (Quality and Teacher Development)
- The Director of Learning Support is responsible for compiling, updating and implementing the Accessibility Plan
- The Director of Learning Support will monitor progress appertaining to the SEN policy and Accessibility Plan to ensure that they are being carried out in the most efficient and effective way
- Those identified as having specific responsibilities in the Accessibility Plan will keep the Director of Learning Support informed about the progress made in all areas of the strategy and any problems encountered or other issues raised.
- The Vice Principal (Quality and Teacher Development) in discussion with the Director of Learning Support and key stakeholders including students with SEND, will amend the

objectives and actions where necessary to address obstacles or issues, any new factors and advise the appropriate persons to instigate the appropriate action.

- The Accessibility Plan will be approved and reviewed by the Senior Leadership Team each year and discussed and noted by the Standards Committee, but may be reviewed and updated more frequently if necessary to ensure is it effective

5. Concerns and Complaints

The college is committed to improving its accessibility. Staff, students or parents with any concerns should raise them in the first instance with the Director of Learning Support.

If you have any unresolved concerns relating to accessibility in college, the complaints procedure sets out the process for raising these concerns.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It outlines current good practice that is under constant review and ways in which accessibility can continue to be improved. Overall monitoring responsibility for the plan lies with the Director of Learning Support

AIM	CURRENT GOOD PRACTICE	RESPON SIBILITY	OBJECTIVES	ACTIONS	BY
Increase access to the curriculum for students with a disability					
Access to learning	<ul style="list-style-type: none"> • All students attend mainstream classes. • Learning Support Director or High Needs Co-ordinator will aim to attend Year 11 reviews and interview and enrol High Needs learners. These and the June transition day prior to taster days ensure needs are discussed and support is in place including in LSA class support • The college consults with specialists and experts on the best use of resources, auxiliary equipment and funding • Teachers and LSAs have Studio access to details of all students' declared needs and access arrangements. These and EHCPs and meeting between their teachers and learning support staff prior to their start guide the in class adaptations and support • INSET and Learning Support Google Classrooms offer IAG, strategies and techniques to promote accessibility across the range of declared needs • College wide use of Google Classroom and availability of Read & Write (speech recognition) extension on all devices and added to personal devices makes all course material, instructions and work set organised and accessible to students, LSAs and parents • Online, Read & Write enables students to alter font size, simplify screen, change font colour or background colour • Physical resources - coloured overlays, coloured handouts and modified papers 	Learning Support Director	<p>Improving timely communication between Learning Support and teachers</p> <p>Adopt the Autism Education Progression Framework</p>	<p>Learning Support Teachers to record and communicate with teachers the ongoing strategies and experimental use of apps agreed with each learner in their study skills sessions to encourage their application in lessons and so help them to reduce/manage their learning barriers</p> <p>Support in identifying learning priorities and measuring progress in areas that relate closely to autism 'differences'</p> <ul style="list-style-type: none"> • Communication and interaction • Social Understanding and Relationships • Learning and engagement • Sensory Processing • Healthy Living 	<p>Ongoing</p> <p>Dec 2021</p>

	<ul style="list-style-type: none"> Weekly study skills sessions enable all students with declared needs and access arrangements to actively trial in their first year strategies and experiment with assistive technologies to promote their independence and reduce learning barriers All students progress against starting points, attendance and work submission is tracked by teachers. In addition each learner's progress is monitored and reviewed through 1:1 ongoing target and strategy setting and review with their Learning Support teacher Annual reviews are attended by specialists, student, parent and Learning Support Director or High Needs Co-ordinator 			<ul style="list-style-type: none"> Interest Routines and processing Independence and community participation 	
Staff awareness and training	<ul style="list-style-type: none"> Annual briefing ensures staff are aware of their duties under the Equality Act 2010 and SEN Code of Practice 2014 Staff Training on assistive technologies and the range of recognised strategies for different declared needs Student recommended strategies and reasonable adjustments available to all staff via Studio 	Learning Support Director	<p>Learners sharing their experience and perspective</p> <p>Further upskilling in assistive technologies and strategies</p> <p>Offering targeted support for ASD - self-esteem, anger management, social and friendship skills, social communication difficulties</p>	<p>INSET - Learner video and student hosted assistive technology carousel and strategy guides</p> <p>Making online specialist courses available to LSAs and teachers</p> <p>HCC Emotional Literacy Support Assistant training (ELSA)</p>	<p>Sept 2021</p> <p>June 2022</p> <p>June 2022</p>
Access to examinations	<ul style="list-style-type: none"> All students complete a diagnostic screener to identify potential needs Those with declared needs and/or previous access arrangements are reviewed and assessed as appropriate to ensure access arrangements are in place Arrangements depending on access arrangement assessments may include scribe, reader, computer reader, reader pen, word processor, rest breaks, prompter, extra time 	Learning Support Director and Exam Officer	To support those requiring 'readers' more on a day today basis	<p>Target upskilling of these students in all functions of Read & Write</p> <p>Make C Reader Pens available for class use in text based subjects such as English and Drama</p>	Dec 2021
Access to Qxtra	<ul style="list-style-type: none"> Qxtra options are open to all learners High Needs learners are actively encouraged through 1:1s with High Needs Co-ordinator to take part 	VP (Quality)	Identify and reduce barriers	Audit Qxtra participation	Dec 2021

	<ul style="list-style-type: none"> ● Enrichment options and clubs and societies promote personal and social development 			Hold focus groups with learners	
Access to college trips	<ul style="list-style-type: none"> ● All students are encouraged to take part in trips. ● College has two wheelchair accessible minibuses and can hire wheelchair accessible coaches ● LSA support High Needs ● For Residential trips - High Needs Learners individual risk assessments 	Learning Support Manager	Early identification of students with EHC Plans wishing to go on trips	Automated flagging of students with EHC Plans wishing to go on trips - so Learning Support Director can look early at what reasonable adjustments should be made, complete a risk assessment and identify extra needs such as insurance in discussion with the student, parents, college nurse, trip organiser and insurance company	Dec 2021
Improve and maintain access to the physical environment					
Access to the campus	<ul style="list-style-type: none"> ● Disabled parking bays ● External automatic external doors and enclosed lobbies ● Reception, Student Services, Learning Support on ground floor and in close proximity 	Premises Manager	-	Maintenance	Ongoing
Ability to move freely around the campus	<ul style="list-style-type: none"> ● Flat site ● Rails or ramps provided where there are steps ● Wide corridors ● Stairs are kept clean, tidy and free from obstruction at all times ● Lifts to upper floors of all buildings ● Disabled toilets and changing facilities ● Coloured paint aid visually impaired distinguishing pillars and entrances 	Premises Manager	<p>Ensure students can move freely</p> <p>Review accessibility of student area, online systems, serveries and library</p>	<p>Maintenance</p> <p>Annual accessibility audit meetings and tour undertaken with SEN learners to identify and address barriers</p>	<p>Ongoing</p> <p>Rolling Programme</p>

Access to learning environment and quiet and safe space	<ul style="list-style-type: none"> ● Timetabled on ground floor unless subjects require specialist rooms ● Height adjustable desks ● Adjusted room layout ● LSA in class support ● Learning Support lunchroom ● “safe” places are available in Learning Support and Library silent study area 	Learning Support Director Library Manager	Explore ways to make the Library and study areas more Autism friendly	Online Dimensions ‘Autism Friendly Libraries’ training (Library Team) Adaptations	Nov 2021 June 2022
Access to toilets	<ul style="list-style-type: none"> ● Accessible toilets in each building ● Fixed hoist in Rose Building disabled toilet ● Back up mobile hoist ● Personal care support 	Premises Manager	-	Maintenance LSA manual handling and personal care training	Ongoing
Evacuating the building	<ul style="list-style-type: none"> ● Individual Fire evacuation plans (PEEPs) ● Staff Training 	College Nurse	-	Maintenance Annual Training	Ongoing Sept 2021
Improve the delivery of information to students with a disability					
Access to Local Offer	<ul style="list-style-type: none"> ● Local Offer link on website 	Learning Support Director	-	Annual Update	Sept 2021
Access to College website and positive messages	<ul style="list-style-type: none"> ● Website is compliant with statutory regulations 	Marketing	- Increased SEND representation in publicity material, news	Annual Update EDI considered in all publications	Ongoing Ongoing
Access to Positive Role Models	<ul style="list-style-type: none"> ● Discussion and activities in the tutor programme ● Collaborative planning between LS and the ED&I committee 	Marketing	Promote positive attitudes to disability Raise confidence and aspirations	Inspirational speakers Celebrating former students	March 2022

Access to careers IAG	<ul style="list-style-type: none"> ● Unifrog is available to all learners ● Careers provides targeted careers interviews and support for High Needs ● Employability and apprenticeship workshops ● IAG provided on applying for a Disability Living Allowance 	Careers	Targeted programme for students with EHC Plans	Developing employability skills Practical experience e.g. mock interviews Help in finding internal or external work experience opportunities Entrepreneurial opportunities e.g. tenner challenge	March 2022
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The Accessibility Plan is linked to the following policies and documents:

- Special Educational Needs and Disability (SEND) Policy
- The Annual SEND Information Report
- Equality , Diversity and Inclusivity Policy
- Mental Health Policy
- Health and Safety Policy
- Safeguarding Policy