

Tower College Accessibility Plan 2019 - 2022

Equality and Inclusion

This plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. Tower College promotes inclusion and believes that all children ought to take a full and active part in school life. The school is committed to preventing discrimination, promoting equal opportunities and will continue to use best endeavours to ensure that pupils with special educational needs and/or disabilities get the support they require. Tower College recognises that we must have arrangements in place to support children with SEN or disabilities. We also acknowledge that we must make 'reasonable adjustments' for disabled pupils and to support pupils who have medical conditions.

Definition

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out normal day to day activities'

Objectives

The purpose of this plan is to show what Tower College intends to put in place to improve accessibility over the next three years and will be reviewed and updated annually.

Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEND Policy.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

Our setting

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

Financial Planning and control

The Principal, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

The accessibility plan will highlight ways in which Tower College will look to improve accessibility for pupils with a special educational need and/or disability in the 3 relevant areas:

- 1.Improve access to the physical environment.
- 2.Increase access to the Curriculum
- 3.Improve the delivery of written information

Physical Accessibility					
Targets	Strategies/Tasks	Responsibility	Resources	Timeframe	Success Criteria
Improvements to support visually impaired pupils.	Paint edges of external steps in contrasting non slip paint Manhole covers highlighted in non- slip paint Improve exterior lighting Look at colour of rails For door handles to be a contrasting colour to door. To monitor and maintain areas.	Principal Bursar Maintenance team Electricians Decorators	TBC Non slip paint Paint New door handles	Ongoing	Hazards highlighted so as to ensure increased safety for visually impaired pupils
To improve signage	To improve signage to indicate the whereabouts of lifts, WCs, disabled parking bays and wheelchair accessible routes around the school.	Principal Vice Principal Bursar Maintenance team Contractors	TBC Cost of signs Quotes from contractors	In progress /ongoing	Signage in place to inform disabled people where relevant facilities are located.
Improve quality of provision for pupils with SEND	Refer to the SEND Policy. Review policy annually. Ensure support plans and pupil profiles are adhered to and reviewed regularly. CPD opportunities.	SENCO Staff	N/A	Ongoing	Improving the school environment for pupils with SEND.

Maintain grounds to ensure safe access	Keep access areas clear.	Maintenance team	N/A	Ongoing	Access unhindered by poorly maintained grounds.
Supporting pupils with hearing impairments	To provide hearing loop in Jubilee hall.	Contractors Relevant advisory agencies.	TBC	Ongoing	To improve communication for those who have a hearing impairment
Improve access around the school for disabled people.	Provide portable ramps for areas with restricted access. The addition of grab rails where necessary.	Principal Bursar Contractors Site Manager	TBC	Ongoing	Access around the school will be improved.
Improve evacuation procedure for any person with a disability	Provide two evacuation Chairs to ensure any pupil with a disability is able to evacuate the building in the event of a fire. Ensure any person with a disability has a Personal Evacuation Plan (PEEP)	Principal Bursar Site Manager SENCO	£1300 for 2 chairs Training for relevant staff. PEEP Template	Evac chairs have been purchased. Awaiting training from the company to ensure relevant staff know how to use the equipment safely. Ongoing - Annually	All will be able to evacuate the building safely. All staff will be aware of the procedure to follow for any individual with a PEEP.
Improve access to resource room/classrooms/dining room for a pupil with cerebral palsy.	Purchase a specially adapted chair recommended by the occupational therapist.	Principal Bursar SENCO OT	£3200 – cost of chair	Completed	Pupil will be able to access the resource room as the chair height can be altered.

Access to the curriculum					
Targets	Strategies/Tasks	Responsibility	Resources	Timeframe	Success Criteria
Support pupils with visual impairment	Enhance documents when required: Provide larger font / larger sized paper/coloured paper. Provide seating at front of class. Consider lighting in classroom.	SENCO Staff	Stationery Photocopier Printer	Ongoing	Pupils with visual impairments access to the curriculum will be increased.
Access to extra-curricular activities including school trips, clubs, visits accessible for all.	Risk assessments Liaise with venue/leader prior to visit Identify barriers to learning Ensure sufficient staff are available.	SMT Staff	N/A	Ongoing	All pupils are able to be included in extra-curricular activities
Provide relevant specialist equipment/resources in order to support pupils with special educational needs and disabilities.	Sensory resources Educational SEN resources to support learning Sloping boards Highlighters Pencil grips Reading Pens Laptops Differentiated curriculum	SMT SENCO Staff	TBC	Ongoing	Pupils with SEN and/or a disability will be provided with appropriate resources and equipment in order for them to access the curriculum.

Provide staff with relevant training to support pupils with special educational needs or disabilities	Ensure staff have the opportunity to attend relevant SEND courses to enhance staff development and improve provision for pupils with a special educational need or disability. Encourage staff to research potential courses.	SMT SENCO staff	Cost per course Free courses available from local authority.	Ongoing	Improve the school environment for pupils with a SEND. Staff knowledge and awareness of supporting pupils with SEND will improve.
Meet needs of pupils with special educational needs and/or disabilities during examinations.	Refer to the Access Arrangements Policy Refer to the JCQ booklet – Access Arrangements and Reasonable Adjustments. Ensure the needs of all pupils who require access arrangements/reasonable adjustments are met.	Exams Officer SENCO	JCQ Booklet – published yearly. Edexcel/AQA examination boards Relevant reports from outside agencies.	In place/ongoing	Pupils who are entitled receive additional time in examinations
To ensure PE lessons are accessible to all.	Provide specialist equipment e.g. audible ball for pupils with a visual impairment Yellow and black hazard tape on end of sports equipment. Differentiation of lessons when required to ensure participation of all Extra support staff when required	SMT PE staff Support staff	TBC Cost of equipment	Ongoing	All pupils can take part and access the PE curriculum.

Working with outside agencies to support pupils with special educational needs and disabilities	To follow advice provided by relevant external agencies and put in place any recommendations and strategies.	All staff	N/A	Ongoing	Pupils' school environment is improved by liaising with and following advice provided by outside agencies
Increase ICT support available in order to allow all with SEND to access the curriculum fully.	Purchase relevant ICT to be purchased to support learning of pupils with special educational needs and disabilities.	Bursar IT service provider	TBC Cost of ICT Notepads/tablets/smartboards/reading pens/Claro Read	Ongoing Some items purchased (2020)	Access to the curriculum enhanced by greater availability of ICT
Increase targeted intervention groups by commencing before and after school support sessions	Speak to relevant children and parents. Discuss with subject teachers to set up.	SENCO All staff	N/A School has sufficient resources. Additional white board for SEN room	Purchased necessary resources – Ongoing support sessions.	Repetition of lessons and ability to overlearn whilst not impacting on daily timetables.
To be able to offer highly individualised Dyslexia intervention support	Through the BDA and Chester University	SENCO		Ongoing – completion February 2022	Ability to offer more individualised interventions to pupils.
To be able to provide higher levels of TA support	HLTA course to be completed	GG with support from staff	Cost to be confirmed	Commencing September 2021	To further enhance GG's skill set to empower her to support more pupils with SEN across the school
To offer all pupils a more enhanced support network for anxiety, mental health and wellbeing – Pupil Support Services Launch	Pupil Support Services – SEN dept expansion	SENCO All Staff SMT Maintenance team	Cost to be confirmed	Currently in process for completion September 2021	To be able to broaden the pupil support that we offer, improve resilience and lessen anxieties.

Provision of Information					
Targets	Strategies/tasks	Responsibility	Resources	Timeframe	Success criteria
Improve access to online information for parents.	Consider translation tool to be added to website to allow multi lingual access.	Principal Bursar SMT	TBC	Ongoing	All parents will have greater access to online information.
To collaborate and complete write ups regarding staff members and departmental news within the newsletter for parents	To improve communication between school and parents	SENCO	N/A	Ongoing – in process	All parents will have access to termly updates.
Availability of written material in alternative formats when requested	Look into the services available to convert written information into alternative formats.	Principal Bursar SMT	TBC	Ongoing	Availability of written material in alternative formats when available
To ensure pupils with a special educational need are able to access relevant information.	Use of Makaton Hard copy of notes provided for pupils who would benefit from this.	SENCO Principal SLT Staff	Makaton Training Staff to provide written notes when appropriate.	2 staff have attended Makaton training	Pupils with a special educational will have access to relevant information.