

## Ellesmere College Accessibility Plan 2016-2018

### **Purpose of the Plan**

The purpose of this plan is to show how Ellesmere College intends, over time, to ensure the accessibility of our college for pupils (staff and visitors) with SEND (special educational needs and disabilities).

### **Definition of Disability**

A person has a disability 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 carry out normal day to day activities.

### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The 2010 equality act superseded all prior legislation, including the disability discrimination act. This plan sets out the proposals of the Governing Body of the college to increase access to education for SEND pupils in the three areas required by the planning duties in the equality act:

- Increasing the extent to which SEND pupils can participate in the college curriculum, which includes teaching and learning and the wider curriculum of the college, such as participation in after college clubs, leisure and cultural activities or college visits;
- Improving the environment of the college to increase the extent to which SEND pupils can take advantage of education and associated services, which includes improvements to the physical environment of the college and physical aids to access education.

- Improving the delivery to SEND pupils and their parents / carers of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about college events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Ellesmere College aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the college community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The college aims to work closely with SEND pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in college life. The college is active in promoting positive attitudes to people with disabilities in the college and in planning to increase access to education for all pupils with SEND. As part of the college's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

#### **Contextual Information**

The majority of the college building and playground is accessible for a child with physical disabilities including those with visual impairments, wheelchair users and those with a hearing difficulty as a result of moving into a new, purpose built building in September 2014. The building is accessible at all levels by pupils with physical disabilities and was designed to also accommodate the personal care needs of pupils with complex physical and learning needs. The building has lift access, a designated changing space, signage that reflects different communication systems, soft play areas, accessible outdoor play areas, safe spaces and accessible pathways around the building.

#### **The Current Range of Disabilities within Ellesmere College**

The college is a specialist environment for children with education and health care plans (EHC plans) and has pupils with a range of SEND which include for example: general learning difficulties / global developmental delay, Autistic Spectrum Disorder, attention deficit disorder, communication difficulties, cerebral palsy, serious medical conditions with related susceptibility to infections, hearing impairment / deaf, blind / partially sighted and genetic conditions

Pupils enter college with EHC plans and have had involvement with a wide range of professionals who share information prior to the pupil entering college in order that appropriate plans can be prepared for the health, safety and education of the individual pupil. The placement will have been agreed with the local authority and the college, who will ensure that the environment is the right one for the individual child. We have a few children who have asthma / diabetes / food intolerances / allergies and all staff are aware of these children. **All** medical needs are documented.

Use of medication is closely monitored and administered by trained first aiders. All medication details are available on the college’s electronic system. The college has a number of trained First Aiders who hold current First Aid certificates. All medication is kept in a central, locked safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded and safely stored.

**Ellesmere College accessibility plan 2016 – 2017**

Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
To improve staff awareness of specific disability issues.	Review staff training needs. Provide training for members of the college community as appropriate.	Whole college community aware of a range of additional needs that are present within the college community	On-going	
To ensure that all policies consider the implications of equality of access.	Consider during review of policies.	Policies reflect current legislation	On-going	
To ensure children who have serious medical conditions have their needs appropriately met.	Liaise closely with parents / medical team involved in the care of the child	College knows what to do in the event of a child having a long term medical condition	On-going	

<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the college buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of college buildings and grounds by Governors as part of the college's annual review of development needs. Suggest actions and implement as budget allows.	Modifications will be made to the college building to improve access, as needed and appropriate	On-going	
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Review the needs of children as part of the college development plan / appraisal process and provide training for staff as part of the college professional development programme.	Staff are able to enable all children to access the curriculum.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class / phase and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc., sensory equipment / resources	Children will develop independent learning skills.	On-going	
To ensure that all children are able to access all out of college activities. e.g.	Review of out of college provision, as appropriate,	All providers of out-of-college education will comply with legislation to	As set up or provided	

clubs, trips, residential visits etc.	to ensure compliance with legislation.	ensure that the needs of all children are met.		
To meet the needs of individuals during assessments / external examinations	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	On - going	
<b>WRITTEN / OTHER INFORMATION</b>				
To ensure that all parents / carers and other members of the college community can access information.	Written information will be provided in alternative formats. If necessary Interpreters will be made available for discussions, where appropriate	Good communication systems are available for all stakeholders and pupils within the college, with clear signage that can be understood by all.	On-going	
To ensure that parents / carers who are unable to attend college because of a disability, can access EHC planning meetings, parents' evenings and celebration events	Identified staff to work with individual parents / carers to ascertain needs and to provide possible solutions in order to ensure discussion with parents / carers take place on a regular basis	All parents / carers have at least one face to face meeting with college staff per academic year	On - going	

**WRITTEN/OTHER INFORMATION**

To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.