



# Ely College and Bishop Laney Sixth Form Accessibility Plan

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## Version Control Document

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

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.

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.

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.

## 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



### 3. Action Plan

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Library shelves at wheelchair-accessible height</p>	Annually as required	Health and Safety Estates and Facilities Site Manager	All students can access a full timetable and appropriate teaching spaces.
2	Improve signage and visibility for visually impaired people around the site.	<p>Site survey to establish coverage of external lighting</p> <p>Replace external lighting that is insufficient</p> <p>Replace bulbs immediately when blown.</p> <p>Ensure signage is clear and appropriate</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>Access around the site easier for all.</p>
3	Ensure all paths, ramps and communal areas are free of	Site team to complete weekly checks to ensure the site is free of obstructions.	Weekly Check	Site Manager	Students have free and easy access of all paths and communal areas.

	foliage, overgrowth and fallen leaves.				
4	Ensure that all students and visitors with a disability can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plans for all disabled students as required.</p> <p>Review evacuation Procedures to ensure all staff are aware of their responsibilities.</p> <p>All Fire Marshalls have up to date training as required</p>	<p>Annually</p> <p>Annually</p> <p>Biannually</p>	<p>Fire Marshall House/HR/ SENCo/ Admissions</p> <p>Fire Marshalls</p> <p>Principal</p>	All disabled students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary).
5	Appropriate and sufficient parking for students and visitors with disability	Review car park layout.	January 2022	Site Manager	Sufficient parking for disability vehicles with appropriate access to all students and visitors.
6	Ensure all Fire Escape routes are suitable for all students	<p>Request advice from CMAT on accessibility of exit routes and fire doors, particularly for wheelchairs.</p> <p>PEEPS stipulate who is responsible for the evacuation of disabled students from each classroom</p>	Ongoing	<p>Site Manager</p> <p>SENCo/House offices/SSA</p>	<p>All staff, students and visitors (including disabled) able to have safe independent escape in emergency situations.</p> <p>Ongoing work improvements Ensure all Academy staff are aware of their responsibilities.</p>

7	Ensure that the edges of all steps in the Academy are visible	Paint and maintain the paint on edges of each step.	Annually	Site Manager	All steps are visible to all members of the Academy. Implementing an ongoing plan of action to check 6 monthly
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### 3.1 Access to the curriculum

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Ensure all Student Support Assistants (SSAs) have continued specific training on appropriate disability issues	Use staff audit to identify SSA needs relating to disability issues.  Arrange appropriate training for SSAs.	Annually as required	HR/House ST/SENCo	Raised level of awareness of students with disability ensuring curriculum suits students' requirements.
2	Ensure all staff are aware of disabled students' curriculum access	All disabled students have a PEEP (to be reviewed annually).  Training for all staff on specific curriculum requirements for disabled students.	Annually	SENCo/Medical Officer  CLs	All staff aware of individual student's access needs. All staff informed of requirement on a regular basis.



3	Increase confidence of teaching (and support) staff in using Quality First Teaching EEF 5 a day to support all learners to access the curriculum	<p>Training on EEF 5 a day to be given to all staff.</p> <p>Audit staff training needs on curriculum access.</p>	Annual CPD	Vice Principal T&L CL's	<p>Raised confidence of staff in use of Quality First Teaching techniques, enabling increased student participation.</p> <p>Improved staff understanding of potential barriers to learning.</p>
4	Ensure all staff are aware of and able to use relevant software and resources	<p>Audit SEND resources and analyse for relevance</p> <p>Run training sessions of use of relevant software.</p>	Ongoing	SENCo	Wider use of SEND resources in mainstream classes and throughout the Academy.
5	Enable disabled students to have full access to extra-curricular activities and Academy trips	<p>Discussion with lead staff of extracurricular activities, trips and residential visits.</p> <p>Identify potential areas of difficulty</p> <p>Organise additional activities for disabled students.</p> <p>Develop guidance for staff on making trips and activities fully accessible.</p>	Ongoing	Assistant Principal Trips CL's SENCo	All students in Academy able to access all activities, receiving full educational entitlement.

### 3.2 Improving access to information

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Review information shared with parents and carers to ensure it is accessible	<p>Ask parents and carers about access needs when student is admitted to Academy and review regularly.</p> <p>Ensure all letters home are accessible in line with SENDIASS guidelines.</p> <p>Produce information in a format which they can access.</p>	Ongoing	Admissions/Data Admin Lead House CL's SENCo	All parents and carers receiving Academy information in a format they can access.
2	To provide written information to students in an appropriate format.	Continue to develop methods of presenting information for visually impaired students when they are admitted to the College, in discussion with parents and carers.	Ongoing - reviews annually	CL's House ST SENCo	All students can access written information appropriately.
3	Ensure all staff are aware of guidance on accessible formats	Ensure training for all staff on accessible formats.	Annually	Vice Principal SENCo	All staff aware of student, parents and carers preferred methods of communication.
4	Include discussion of access to information in all annual reviews of SEND needs	<p>Ensure preferred method of communication is used.</p> <p>Develop strategies through EHCP.</p>	Annually	SENCo	<p>To ensure all students can access the curriculum.</p> <p>To ensure all staff are aware of the relevant strategies and how to implement them.</p>

		Deliver strategies to all staff through training.			
5	Produce accessibility information to increase support for parents and carers of disabled students	Establish with parents and carers a SEND information point of contact	Review Annually	SENCo	To ensure all parents and carers are aware of how the Academy will ensure full accessibility within the Academy.

## **4. Parental guidance**

4.1 Academies must not discriminate against disabled students for a reason relating to their disability. They should promote the inclusion of disabled students in their admission arrangements and in all aspects of Academy life.

### **4.2 Accessibility Plans and 'Reasonable Adjustments'**

Academies will vary widely in how accessible they are to individual disabled students. Parents and carers should check what improvements have been made and what is being planned when considering which Academy they would like their child to attend.

Every Academy must have an Accessibility Plan which shows how they intend to improve accessibility for disabled students. The plan must be published and you can ask to see it. It will outline how the Academy will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

Academies can also increase access for individual students by making 'reasonable adjustments'. These can be simple changes for instance, making sure lessons are on the ground floor if one of the students uses a wheelchair and the Academy does not have a lift.

They may also be able to offer assistance during assessments or exams, so that students are assessed fairly during their course.

You should always talk to the Academy to discuss what it can reasonably do to include your child.

### **4.3 Improvements to the Physical Environment**

Changes to the physical environment that an Academy could make to increase access might include:

- lighting and paint schemes to help visually impaired children
- lifts and ramps to help physically impaired children

- carpeting and acoustic tiling of classrooms to help hearing impaired students

#### **4.4 Improving the Way Information is Delivered to Disabled Students**

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in Braille
- in large print
- on audiotape
- using a symbol system

#### **4.5 Increased Access to the Curriculum**

Adjustments that would help disabled students have better access to the curriculum might include:

- changes to teaching and learning arrangements
- classroom organisation
- timetabling
- support from other students

#### **4.6 Assistive Technology**

Technology suited to your child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- touch-screen computers, joysticks and tracker balls
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- Braille-translation software
- software that connects words with pictures or symbols

Some Academies may already have this kind of technology available, or may be planning to get it. Arrangements for distributing resources and funding for equipment vary throughout the UK. If your child has a statement of special

educational needs (EHCP), the help on their statement must be provided. This may include special equipment.

#### **4.7 Academy Transport**

The same basic rules apply to all children. But LEAs can make a decision to provide transport on a case by case basis for a disabled child. Your LEA will assess your child's needs when making a decision, taking into account your child's health and/or disability and their age. If your child is offered Academy transport, the vehicle should have the relevant equipment to suit your child's needs – for example ramps or lifts.

Most local councils also provide escorts on Academy transport if needed.

You may be able to get help with your own costs for taking your child to Academy. Your LEA will be able to tell you if this is possible.

Some LEAs have different transport policies concerning students going to special Academies.

#### **If Your Child Cannot Attend School for Medical Reasons**

If your child cannot attend the Academy because of health problems, your Local Authority is responsible to help them to continue their education. This could be achieved through home schooling, for example.