Barton Peveril Sixth Form College

Accessibility Plan 2024

Author:	Vice Principal (Quality and Teacher Development)	Approved:	By SLT Oct 2024	Review:	Oct 2025

1. Introduction

Each student who joins the college community is welcomed and valued regardless of sex, race, belief, physical disability or learning difference. 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 Student Support is responsible for compiling, updating and implementing the Accessibility Plan
- The Director of Student 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 Student 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 Student 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 Student Support.

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

6. 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 Student Support

AIM	CURRENT GOOD PRACTICE	RESPONSIBILITY	OBJECTIVES	ACTIONS	BY
Increase access to the curriculum for students with a disability					
Access to learning	● All students access mainstream classes ● Learning Support offer targeted 6 week programmes: Attention and concentration; Time Management and Organisation; Developing Literacy Skills ● EHCP/High Needs Coordinator or EHCP/High Needs Assistant aim to attend Year 11 reviews, and to interview and enrol all EHCP/High Needs students. These, and June transition day prior to taster days, as well as transition meetings ensure needs are discussed and support in place including in class LSA support if appropriate ● Team Around Learner (TAL) reviews 3/year, guide in class adaptations, support for EHCP/High Needs Learners. ● Outcomes incl. social, emotional and mental health are shared and reviewed at Team around the Learner (TAL) reviews/meetings. Specialists and experts are consulted on the best use of resources, auxiliary equipment and funding ● All students' declared needs, access arrangements and recommended strategies are	Student Support Director	Apply the national strategy for autistic children, young people and adults: 2021 to 2026	To identify learning priorities and measure progress in areas relating to autism 'differences' ● Communication and interaction ● Social Understanding and Relationships ● Learning and engagement ● Sensory Processing ● Healthy Living ● Interest Routines and processing ● Independence and community participation	Ongoing

	available to teachers and LSAs via Focus ● Google Classroom and Read & Write means all course material, instructions and work set organised and accessible to students, LSAs and parents/guardians. ● Students actively trial strategies and experiment with assistive technologies to promote their independence and reduce learning barriers. ● Each learner's progress is monitored and reviewed through 1:1 ongoing target and strategy setting and review with their Learning Support teacher. ● Targeted ELSA provision				
Staff awareness and training	● Staff briefings ensures all are aware of their duties under the Equality Act 2010 and SEN Code of Practice 2014 ● Student strategies and reasonable adjustments are available to all staff via Focus ● Staff training on assistive technologies and the range of recognised strategies for different declared needs ● INSET, Learning Support Google Site and T&L Google Site offers IAG, strategies and techniques to promote accessibility across the range of declared needs ● Learner advocates host assistive technology carousel during the year and at schools SEN Conference.	Student Support Director	Widen upskilling and adoption of assistive technologies and strategies	Learners sharing their experience and perspective Assistive technology advocates	Jan 2025 Ongoing
Access to examinations	● Reviewed each year to comply with current JCQ guidelines. ● Declared needs and/or previous access arrangements are reviewed and assessed as	Student Support Director	Increase access	Targeted wider upskilling in all functions of Read & Write Make C Reader Pens available for class use in text based subjects such as English and Drama	Ongoing Ongoing

	appropriate to ensure access arrangements are in place ● Arrangements may include scribe, reader, computer reader, reader pen, word processor, rest breaks, prompter, extra time				
Access to Qxtra	● Qxtra options are open to all. ● Qxtra options and clubs and societies promote personal and social development and are open to all ● Bespoke multi-sports sessions ensure EHCP/high needs students have access to exercise	VP (Quality)	Identify and reduce barriers	Review uptake and identify any potential 'barriers' to current offer by holding focus groups with learners Offer bespoke cooking lessons to EHCP/High Needs	Ongoing Ongoing
Access to college trips	● All students are encouraged to take part in trips. ● Individual risk assessments and reasonable adjustments are made in discussion with the student, parents, college nurse, trip organiser ● LSA support High Needs ● College has two wheelchair accessible minibuses and can hire wheelchair accessible coaches	Student Support Director			Ongoing
Improve and maintain access to the physical environment					
Access to the campus	● Adequate, safe and accessible drop off for students with physical disabilities ● Disabled parking bays ● Reception, Student Services, Learning Support on ground floor and in close proximity	Premises Manager	-		
Ability to move freely around the campus	● Flat site ● Rails or ramps provided where there are steps ● Wide corridors ● Stairs are kept clean, tidy and free from obstruction at all times ● Power assisted doors ● Evenly diffused light in corridor	Premises Manager	Ensure students can move freely	Completed Accessibility Audit (HCC) IAG actively sought from Local Authority Specialists: Specialist Teacher Advisor for Physical Disability; Qualified Teacher for Vision Impairment; Qualified Teacher for Hearing Impairment; Habilitation Specialist Rolling Programme of improvements and adjustments informed by best practice	April 2025 2024/25

Access to learning environment and quiet and safe space	● Height adjustable desks ● Adjusted room layout ● LSA in class support ● Learning Support lunchroom ● "safe" places are available in Learning Support and Library	Student Support Director	Work with catering to ensure High Needs Students can access catering outlets.	Pre-order hot food Dedicated time to use Chestnut Cafe	Ongoing
Access to toilets	● Accessible toilets in each building ● Fixed hoist in Rose Building disabled toilet and in medical room ● Back up mobile hoist ● Personal care support	Premises Manager	-	Maintenance Annual LSA manual handling and personal care training	Ongoing
Evacuating the building	● Individual Fire evacuation plans (PEEPs)	College Nurse	-	Maintenance Annual Training	Ongoing
Improve the delivery of information to students with a disability					
Access to Local Offer	● Local Offer link on website	Student Support Director	-	Annual Update	Ongoing
Access to College website and positive messages	● Website is compliant with statutory regulations	Marketing	Increased SEND representation in publicity material, news	EDI considered in all publications Encourage High Needs Students participation as student ambassadors.	Ongoing Ongoing
Access to Positive Role Models	● Discussion and activities in the tutor programme ● Collaborative planning between Student Support and the ED&I committee	Marketing	Promote positive attitudes to disability Raise confidence and aspirations	Inspirational speakers Celebrating former students	July 2025

Access to IAG	● 'Investing in My Future' programme: Careers provides targeted careers interviews and bespoke support for High Needs as well as opportunity to attend Winchester HE Fair ● 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	Ongoing

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