



Minsthorpe Accessibility Plan 2021 - 2024

Director of Student Support | September 21

Approved by Governors in December

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

Section 1

Introduction

Schools are required to have an **accessibility plan**. This is a statutory requirement.

The **Equality Act 2010** came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA) (1995). The effect of the law is the same as the previous legislation, in that **“schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”**.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

An Accessibility Plan must include an Action Plan that reflect the schools intentions in three areas.

How it will:

1. Increase the extent to which disabled pupils can participate in the curriculum
 2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
 3. Improve the availability of accessible information to disabled pupils.
- For each aspect there should be short, medium and long term targets;
 - Success criteria should be included;
 - The plan should identify who is responsible for each target;
 - Timescales for completion must be indicated;
 - The Principals, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.
 - Systems of evaluation and monitoring must be included;
 - Training needs should be identified (related to targets).



Section 2

Action Plan 2021 – 2024

	Accessibility Outcome	Actions to ensure Outcome	Resources	Timescales	Monitoring & reporting	Responsible Person(s)
1	<p><i>Access to Curriculum</i></p> <p>Students with identified needs have access to laptops as an alternative form of recording.</p>	<p>All students are assessed for potential handwriting difficulties on entry to the college.</p> <p>All students with identified handwriting needs have intervention to support their needs.</p> <p>For students who do not improve handwriting, ICT assessments take place to identify if recording with laptops improve access to the curriculum.</p> <p>Identified students whose access improves through the use of laptops have letters sent home to parent/carers and for consent and to take responsibility for the care of the issued laptop.</p> <p>Any advice received from key professionals and where advice is held within EHC Plans will have laptop issued.</p>	<p>Laptops</p> <p>Specialist software where required through</p>	Ongoing	<p>DSS to cyclically ensure all students are assessed and identified students have access to laptops to record their learning. All students with laptops will have included in their provision map and staff will be informed to make sure it is their normal way of working to support their access arrangements.</p>	<p>Director of Student Support</p>



2	<p><i>Access to Curriculum</i></p> <p>Create effective learning environments for all</p>	<p>Introduction of a life skills curriculum to remove barriers to learning for students with more complex learning needs.</p> <p>Introduction of life skills curriculum as a low demand curriculum for students with emotionally based school avoidance difficulties.</p>	Staffing, rooms, resources.	Sept 2022	Internal QA and LA and DSS QA of provision to ensure it is effective and value for money.	Director of Student Support
3	<p><i>Access to Curriculum</i></p> <p>Effective personalisation of the curriculum to support the progress and outcomes of students with SEND.</p>	<p>Student Profiles are written for students who require specific strategies to support access in the classroom.</p> <p>Students with entitlement to access arrangements receive their adaptation in the classroom to ensure their normal way of working.</p> <p>Staff have access to information and training to ensure they know who requires personalisation and how to do it.</p> <p>Access Arrangements information updated cyclically to ensure it is accurate.</p> <p>Student Profiles assessed cyclically to ensure up to date and necessary.</p>	<p>CPD through college staff and external specialists.</p> <p>Staff ensuring SIMs Information is up to date and accurate.</p> <p>Staff to manage and maintain AA information.</p> <p>Staff to manage and review SP for necessity and updating.</p> <p>Key group of strategic staff review student profiles annually</p>	<p>Planned annually</p> <p>Updated daily and reviewed at intervals.</p> <p>Updated daily and reviewed at intervals.</p> <p>Annually</p> <p>Annually</p>	<p>Learning and Teaching Strategy group identify areas for development and impact of CPD.</p> <p>Access Arrangements lead under the supervision of the CCTL Specialist Support to maintain information.</p>	Director of Student Support



4	<p><i>Access to Curriculum</i></p> <p><i>A universal, targeted and specialist pastoral curriculum that supports staff and students in raising awareness and identifying risks</i></p>	<p>The pastoral / RSE curriculum to ensure all students with SEND can access and understand how to keep themselves safe.</p> <p>L4L and CCTLs will identify statutory inputs that need to be delivered to all students – Curriculum planning so that they are included within this.</p> <p>Where concerns arise (CPOMS, Staff general awareness, concerns online safety lead of from L4L lessons) Request for additional intervention to be made via already established routes or independently.</p>	<p>CPD - staff are experienced and able to differentiate to meet needs</p> <p>ST to enable students to attend specific statutory input lessons</p> <p>Intervention to support with Identified needs – risk ID that support additional needs students</p>	<p>Bespoke to core team Pastoral support for all staff as required</p> <p>Planned annually</p> <p>ST to review and implement</p>	<p>QA of RSE offer</p> <p>Timetable of delivery</p> <p>Tracking via CPOMS</p>	<p>AP Safeguarding and Wellbeing, Director of Student Support, CTL L4L</p>
5	<p><i>Access to wider Curriculum</i></p> <p>Increase participation in wider school activities</p>	<p>A wide and varied programme of extra-curricular activities is offered to all students. Sessions run before and after college.</p> <p>We work with individuals and their parents/carers to ensure access for any activity students show an interest in.</p> <p>Students could be accompanied to the start of the club if appropriate.</p>	<p>Access to programme via School Gateway App.</p> <p>Accompanying staff.</p>	<p>Ongoing</p>	<p>Attendance is recorded and monitored via the School Gateway App. Data analysed by LDR each term.</p>	<p>Director of Transition and Enrichment</p>



6	<p>Access to work</p> <p>Staff with identified needs have access to relevant equipment/support within the workplace, and have equal access to promotion opportunities.</p>	<p>Identify any additional needs of staff during recruitment, induction procedures, annual appraisal reviews and return to work meetings.</p> <p>Utilise Access to Work Scheme to ensure that the equipment within college for staff with physical difficulties meets their individual needs and that they are fully trained to use them.</p> <p>Identified staff referred to occupational health for recommendations on further adjustments within the workplace ie flexible working patterns/amended duties.</p> <p>Disability Awareness Training for raising awareness of specific disability issues for targeted governors and staff.</p> <p>Monitor staff recruitment and retention procedures, including staff exit questionnaires to ascertain any equal opportunity issues.</p> <p>Monitor internal promotion procedures.</p>	<p>Specialist equipment / software.</p> <p>CPD through external specialists.</p> <p>Time</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Termly</p>	<p>To ensure all new staff complete OH medical assessment questionnaire, and staff identified as having additional needs have access to the relevant equipment/support.</p> <p>Review regularly with identified staff to ensure equipment/support/flexible working patterns still adequately support them in the work place, making adjustments as necessary.</p> <p>Monitor recruitment, retention, and internal promotion figures to ensure equality of opportunity for all applicants.</p> <p>Monitor staff exit questionnaires, ensuring any equal opportunities issues are identified and addressed appropriately.</p>	<p>Director of Human Resources</p>
7	<p>Premises</p> <p>Increase site access to meet the diverse needs of all stakeholders</p>	<p>Consultation with relevant Stakeholders we investigate Continuous Improvement of the site.</p> <p>Building Design working to Current Building Regulations 2010 Part M and the Equalities Act 2010</p>	<p>Through Capital Funding</p>	<p>Ongoing</p>	<p>Internal and external QA</p>	<p>Premises Manager</p>



8	<p><i>Attitudes</i></p> <p>To promote positive attitudes to disability</p>	<p>Promotion via Fundamental British Values – pastoral and SMSC curriculum</p> <p>Behaviour and Discipline Continuum which tackles all forms of discrimination</p> <p>Consistent application of the Behaviour & Discipline Continuum and the Bullying Policy to ensure attitudes are challenged</p>	<p>Power points and presentations</p> <p>Policies: Behaviour, anti-bullying and safeguarding</p>	Annual implementation	CPOMS Behaviour logs via SIMS	AP Safeguarding and Wellbeing, AP Behaviour and Attendance, CTL L4L
9	<p><i>Administration</i></p> <p>Availability of information in alternative formats to meet stakeholder needs</p>	Identify stakeholders who need information in alternative formats from admissions forms or information from internal or external sources.	Resources to support eg translation or advice on appropriate alternatives eg font/ coloured paper.	Ongoing	Admission form paperwork tracking. Transition information. Liaison with internal staff and external agencies	General Office Manager



Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
September 2018	September 2021	Associate Assistant Principal (Director of Student Support)
September 2021	September 2024	Associate Assistant Principal (Director of Student Support)

