



# Minsthorpe Accessibility Plan 2024 - 2025

**Director of Student Support** | September 24

Approved by Governors in

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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 for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided.
  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).

**NB** This Accessibility Action Plan is for a year so that it can be aligned with the College Strategic Plan and a 3 year plan will be introduced from September 2025.



## Section 2

# Action Plan 2024 – 2025

	Accessibility Outcome	Actions to ensure Outcome	Resources	Timescales	Monitoring & reporting	Responsible Person(s)	Review
Section 1.							
Increase the extent to which disabled pupils can participate in the curriculum							
1	Students with identified needs have access to auxiliary aids to remove barriers to learning.	<p>Information is gathered through the transition process so that students have auxiliary aids in place to meet their needs.</p> <p>All students have a range of assessments on entry to the college that support early identification of needs.</p> <p>Assessments that indicate additional needs, results in Identified students have interventions because of assessments, for those students who are unable to make progress despite intervention, auxiliary aids can be an alternative method for removing barriers to learning.</p> <p>The college commissions specialist services and works with the LA and health services to identify emerging needs as students progress through college.</p>	Laptops, Reading Pens Specialist software, Fiddle Toys, Ear Defenders, Chewelry, Specialist Services College Staff, Key Workers	Ongoing	DSS to cyclically ensure all students are assessed and identified students have access to auxiliary aids that support their day-to-day experiences and access arrangements for their examinations.	Director of Student Support	
2	Create effective learning environments for all with personalisation of the curriculum to support the progress and outcomes of students with SEND.	<p>Ensure Additional Needs register reflects current students with provision in place.</p> <p>Provision Maps are reviewed regularly to ensure that the information for staff is relevant, accurate and current.</p> <p>Know Who, Know How is reviewed regularly to ensure that staff have the most current.</p> <p>Explore the development of a standardised teacher presentation approach that ensures that resources are accessible.</p> <p>Develop systems for collecting and responding to the views of stakeholders of students with SEND.</p> <p>Regular CPD opportunities provided and also personal staff preferences included where appropriate.</p>	Staffing, resources	Ongoing	<p>Director of Student Support reviews register every 6 months to ensure that it is accurate at census.</p> <p>Director of Student Support and Provisions Manager ensure an Assess, Plan, Do Review approach is in place for all students.</p> <p>Regular briefings and time are provided to staff to support their ability to review individual students and make adaptations to their support.</p> <p>Consult with key staff to assess the viability of a modelled approach of lesson presentation content.</p> <p>Provide opportunities for staff, student, parent and service provider views and respond to the findings.</p> <p>Deliver of CPD through the Director of Student Support and the Learning and Teaching Lead Practitioners to support adaptive teaching strategies that meet students needs.</p>	Director of Student Support	

		Provision Map reviewed and amended to prioritise adaptive teaching strategies for the classroom.			Ensure that teachers are supported in adaptive teaching strategies in the classroom.		
3	Develop and embed the alternative curriculum's for students accessing alternatives to traditional mainstream experiences.	To introduce the KS5 Resource Provision to promote continuity of offer for students who have attended KS3 and KS4 and to support Preparation for Adulthood			Introduce the KS5 Resource Provision from September 2024 and develop the curriculum model that will support students learning needs and support their Preparation for Adulthood.	Director of Student Support	
4	<i>Access to Curriculum</i> <i>A universal, targeted and specialist pastoral curriculum that supports staff and students in raising awareness and identifying risks</i>	<p>The College holds Health Schools charter mark award for the second year</p> <p>The Pastoral / RSE curriculum delivered within assemblies and P&amp;A Time should ensure all students with SEND can access and understand how to keep themselves safe. Bespoke P&amp;A groups will support the most vulnerable learners.</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. Resources are shared and a key Team member works across both teams to adapt RSE curriculum to personalized groups.</p> <p>Student Support offer additional interventions around Online Safety and SEMH to support with repeating crucial information.</p> <p>Where concerns arise (e.g., CPOMS, Staff general awareness) Request for additional intervention to be made via already established routes or independently. Utilise external support to deliver curriculum at appropriate levels e.g Spectrum, school nursing.</p> <p>Specialist Attendance team to target those who are frequently absent and those at risk of being frequently absent.</p>	<p>CPD - staff are experienced and able to differentiate to meet needs – know who know how support this</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 and reviewed Policy – awaiting Gov't release.</p> <p>Website indicates the PDev offer for all students including SEND.</p> <p>Timetable of delivery</p> <p>Tracking via CPOMS</p>	<p>AP Safeguarding and Wellbeing,</p> <p>AAP</p> <p>Director of Student Support, CTL L4L</p>	

Section 2.  
Improve the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided.

5	<p><i>Access to wider Curriculum</i></p> <p>Increase participation in wider school activities</p>	<p>To continue to offer a wider and varied programme of enrichment available to all students. Sessions are run before and after college to increase access for all.</p> <p>To work with individuals and their parents/carers to ensure access for any activity or visit students show an interest in.</p> <p>Students could be accompanied to the start of the club if appropriate.</p> <p>A variety of educational offsite trips and visits are offered to all students. Ensure protocols are being followed by staff to ensure equity of access</p>	<p>Access to programme via School Gateway App.</p> <p>Accompanying staff.</p> <p>Offsite Learning Policy &amp; Procedures</p>	Ongoing	Attendance is recorded and monitored via the School Gateway App. Data analysed by LDR each term and shared with pastoral team.	Director of Transition and Enrichment	
6	<p><i>Access to work</i></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 candidates, making adjustments to the interview process e.g. provision of accessible interview location or an interpreter, aids, adaptations or equipment.</p> <p>Identify any additional needs of staff during onboarding, annual appraisal reviews and return to work/sickness 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>Accessible rooms, external agencies, specialist equipment / software.</p> <p>Specialist equipment / software, OH</p> <p>External agencies, CPD through external specialists.</p> <p>OH</p> <p>CPD through external specialists.</p> <p>Time</p> <p>Time</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p>	<p>Ensure application form asks candidates what adjustments they consider may be necessary in the recruitment process to take account of any disability/additional need.</p> <p>To ensure all new staff complete OH medical assessment questionnaire and ensure day-one return to work meetings take place. Ensure staff identified as having additional needs have access to the relevant equipment/support. Review regularly with identified staff to ensure equipment still adequately supports them in the workplace, adjusting as necessary.</p> <p>OH report reviewed and recommendations on reasonable adjustments implemented.</p> <p>CPD tracker.</p> <p>Monitor staff exit questionnaires, ensuring any equal opportunities issues are identified and addressed appropriately.</p> <p>Monitor recruitment, retention, and internal promotion figures to ensure equality of opportunity for all applicants.</p>	Director of Human Resources	

7	<i>Premises</i>  Increase site access to meet the diverse needs of all stakeholders	In consultation with relevant Stakeholders we investigate Continuous Improvement of the site.  Building Design working to Current Building Regulations 2010 Part M and the Equalities Act 2010  DfE School R ebuilding Programme.  Refresh and introduce visual markings throughout the setting to support safe movement around site.	Time  Capital Funding  DfE  Time/Cost	Ongoing  Ongoing  2025  2024	Stakeholder feedback, internal and external QA  Lifts in all blocks, adapted walkways, individual use/accessible/gender neutral toilets in all blocks, accessible sports/recreation facilities.	Estates & Facilities Manager	
Section 3  Improve the availability of accessible information to disabled pupils.							
8	<i>Attitudes</i>  To promote positive attitudes to disability	Promotion via Fundamental British Values – pastoral and SMSC curriculum. Robust Personal Development offer which exemplifies these key messages routine via L4L, Assemblies, P&A Time & across the curriculum as evidenced in medium term plans.  Behaviour and Discipline Continuum which tackles all forms of discrimination. Be Fair everywhere and the College values of Care permeate all facets of college life  Consistent application of the Behaviour & Discipline Continuum and the Bullying Policy to ensure attitudes are challenged Routine tracking of types of bullying so that trends can be identified.  Bespoke social time groups such as Snack breaks and use of library to support an inclusive, safe environment e.g. mutual interests or a quieter space as needed.	Power points and presentations  Policies: Behaviour, anti-bullying and safeguarding	Annual implementation	CPOMS Behaviour logs via SIMS	AP Safeguarding and Wellbeing, AP Behaviour and Attendance, CTL L4L	
9	<i>Administration</i>	Identify stakeholders who need information in alternative formats.	Time to review admission forms, transition information etc.  Translation software, advice on appropriate alternatives eg font/ coloured paper, audio etc.  Support from external agencies.	Ongoing	Admin Team Leader & Assistant to regularly review and ensure that stakeholders who require information in an alternative format are highlighted on Sims.  Admin Team to support parents to access information and complete forms.  Ensure all key information is accessible via the college website.  Produce information in home languages/large print as required.	Admin Team Leader	

10	<p><i>Communication</i></p> <p>Effective communication and engagement with parent/carers.</p>	<p>Review all forms of communication with parents from Student Support</p> <p>Increase and improve the sharing of information of the support being provided for the children of parent/carers.</p> <p>Increase initial communication and contact with parent/carers of Y6 students at entry into y7</p> <p>Share provision maps and how to understand the provision maps.</p>	Time, staffing		<p>Letters home informing of support and provision are revised.</p> <p>More information about the support students receive is available and understandable.</p> <p>Positive relationships between college and home and allowing for trusting relationships to be developed.</p>	Admin Team Leader	
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## Section 3

# Stakeholder Completion Checklist

Date of Plan: 17/7/24

Date of Review: 07/25

Member of staff responsible: M Orr (this is a short term plan and a 3 year plan that is aligned to the CSP will be in place for 2025-2028 and will have consultation with stakeholders).

Governors and Committees responsible:

The following were consulted on the plan:

Governors Date

Teaching Staff Date

Support Staff Date

External Visitors Date

Parent/Carers Date





## 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)
September 2024	September 2025	Associate Assistant Principal (Director of Student Support)

