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

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).

Action Plan 2021 – 2024

	Accessibility Outcome	Actions to ensure Outcome	Resources	Timescales	Monitoring & reporting	Responsible Person(s)	Review
1	*Access to Curriculum* Students with identified needs have access to laptops as an alternative form of recording.	All students are assessed for potential handwriting difficulties on entry to the college. All students with identified handwriting needs have intervention to support their needs. For students who do not improve handwriting, ICT assessments take place to identify if recording with laptops improve access to the curriculum. 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. Any advice received from key professionals and where advice is held within EHC Plans will have laptop issued.	Laptops Specialist software where required through	Ongoing	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.	Director of Student Support	Spring 2023 Laptop Protocol being introduced in Spring 2023
2	*Access to Curriculum* Create effective learning environments for all	Introduction of a life skills curriculum to remove barriers to learning for students with more complex learning needs. Introduction of life skills curriculum as a low demand curriculum for students with emotionally based school avoidance difficulties.	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	Spring 2023 The Resource Provision is now in place and currently has an 18-month contract, due to be reviewed to determine if it is to become permanent from Sept '23.
3	*Access to Curriculum* Effective personalisation of the curriculum to support the progress and outcomes of students with SEND.	Student Profiles are written for students who require specific strategies to support access in the classroom. Students with entitlement to access arrangements receive their adaptation in the classroom to ensure their normal way of working. Staff have access to information and training to ensure they know who requires personalisation and how to do it. Access Arrangements information updated cyclically to ensure it is accurate.	CPD through college staff and external specialists. Staff ensuring SIMs Information is up to date and accurate. Staff to manage and maintain AA information. Staff to manage and review SP for necessity and updating.	Planned annually Updated daily and reviewed at intervals. Updated daily and reviewed at intervals. Annually	Learning and Teaching Strategy group identify areas for development and impact of CPD. Access Arrangements lead under the supervision of the CCTL Specialist Support to maintain information.	Director of Student Support	Spring 2023 The Alternative Provision pathway has been introduced. Whole College CPD has been delivered on using the strategies in Student Profiles effectively, Attachment and Passive Learners and Specific Learning Difficulties focussing on Dysgraphia. Know Who, Know How has been introduce that allows staff to support students through their Provision Map and the Provision Map Information and Strategies document.

		Student Profiles assessed cyclically to ensure up to date and necessary.	Key group of strategic staff review student profiles annually	Annually			
4	*Access to Curriculum* *A universal, targeted and specialist pastoral curriculum that supports staff and students in raising awareness and identifying risks*	The pastoral / RSE curriculum to ensure all students with SEND can access and understand how to keep themselves safe. L4L and CCTLs will identify statutory inputs that need to be delivered to all students – Curriculum planning so that they are included within this. Where concerns arise (e.g., CPOMS, Staff general awareness) Request for additional intervention to be made via already established routes or independently.	CPD - staff are experienced and able to differentiate to meet needs ST to enable students to attend specific statutory input lessons Intervention to support with Identified needs – risk ID that support additional needs students	Bespoke to core team Pastoral support for all staff as required Planned annually ST to review and implement	QA of RSE offer Timetable of delivery Tracking via CPOMS	AP Safeguarding and Wellbeing, Director of Student Support, CTL L4L	Spring 2023 There is regular support from Spectrum for identified students. Students are referred to services through the Team Around the School model which includes access to mental health and wellbeing support. There is an adapted delivery of sexual health to the students accessing the Resource Provision. Student Support have introduced and delivered Online Safety intervention for identified students. The college has retained the Healthy Schools Charter Mark.
5	*Access to wider Curriculum* Increase participation in wider school activities	A wide and varied programme of extra-curricular activities is offered to all students. Sessions run before and after college. We work with individuals and their parents/carers to ensure access for any activity students show an interest in. Students could be accompanied to the start of the club if appropriate.	Access to programme via School Gateway App. Accompanying staff.	Ongoing	Attendance is recorded and monitored via the School Gateway App. Data analysed by LDR each term.	Director of Transition and Enrichment	Spring 2023 Enrichment programme running with a wide and varied selection of activities for all students. Parent booking system now in use via School Gateway app. Tracking of enrichment attendance is now in place for all students with functionality to filter for groups (SEND/Disadvantaged).
6	*Access to work* Staff with identified needs have access to relevant equipment/support within the workplace, and have equal access to promotion opportunities.	Identify any additional needs of staff during recruitment, induction procedures, annual appraisal reviews and return to work meetings. 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. Time/OH	Specialist equipment / software. CPD through external specialists.	Ongoing Ongoing Ongoing	To ensure all new staff complete OH medical assessment questionnaire, and staff identified as having additional needs have access to the relevant equipment/support. Review regularly with identified staff to ensure equipment/support/flexible working patterns still adequately support them in the work place, making adjustments as necessary.	Director of Human Resources	Spring 2023 All new staff have completed an OH medical assessment questionnaire prior to commencing employment. Any adjustments/support recommended by OH haven been implemented and are regularly reviewed to ensure they still meet the needs of the individual. Return to Work discussions have highlighted where adjustments are

		Identified staff referred to occupational health for recommendations on further adjustments within the workplace ie flexible working patterns/amended duties. Disability Awareness Training for raising awareness of specific disability issues for targeted governors and staff. Monitor staff recruitment and retention procedures, including staff exit questionnaires to ascertain any equal opportunity issues. Monitor internal promotion procedures.		Ongoing Termly Termly	Monitor recruitment, retention, and internal promotion figures to ensure equality of opportunity for all applicants. Monitor staff exit questionnaires, ensuring any equal opportunities issues are identified and addressed appropriately.		needed ie flexible working patterns/amended duties, and these have been implemented and are reviewed regularly. All data and exit questionnaires reviewed by Director of HR – no issues identified to date.
7	*Premises* Increase site access to meet the diverse needs of all stakeholders	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	Through Capital Funding	Ongoing	Internal and external QA	Premises Manager	Spring 2023 Recent CIF building works have increased site access of all stakeholders. This will continue in 2023/24 with the latest DfE rebuild programme.
8	*Attitudes* To promote positive attitudes to disability	Promotion via Fundamental British Values – pastoral and SMSC curriculum Behaviour and Discipline Continuum which tackles all forms of discrimination Consistent application of the Behaviour & Discipline Continuum and the Bullying Policy to ensure attitudes are challenged	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	Spring 2023 The three core values of motivation, commitment and care permeate the college. BEFAIR everywhere is driven through assemblies, student and staff voice and the high presence of staff around site that ensures safety for all students. The Student Support vulnerable snack break group for those who find the social experience the most challenging. Opportunities in the curriculum are used to reinforce the message of not discriminating. Neuro Diversity week to be celebrated in school to support raising awareness.
9	*Administration*	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	Ongoing	Admission form paperwork tracking. Transition information.	General Office Manager	Spring 2023

| | Availability of information in alternative formats to meet stakeholder needs | | appropriate alternatives eg font/ coloured paper. | | Liaison with internal staff and external agencies | | Continually reviewed by Office Manager and information provided in alternative formats as required ie translator provided for Ukrainian family. For stakeholders requiring information in an alternative format, this is highlighted on Sims. |

Section 3

Stakeholder Completion Checklist

Date of Plan:

Date of Review:

Member of staff responsible:

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

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)