



# Minsthorpe Accessibility Plan 2021 - 2024

**Director of Student Support** | September 21

Approved by Governors in December

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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 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)       | Review  |
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| 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 assessment and intervention and where competent a laptop is issued.</p> | <p>Laptops</p> <p>Specialist software where required through</p> | 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 | <p>Spring 2023</p> <p>Laptop Protocol being introduced in Spring 2023</p> <p>Final Review Summer 2024</p> <p>The Laptop Protocol has been embedded over the last year and is currently being reviewed. The use of the provision by students requires further embedding to ensure that it is impactful on learner outcomes.</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 | <p>Spring 2023</p> <p>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.</p> <p>Final Review Summer 2024</p> <p>The Resource Provision is now embedded. The next stage of adding KS5 for continuity of education for students allocated to the RP is being implemented.</p> |



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| 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>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>Planned annually</p> <p>Updated daily and reviewed at intervals.</p> <p>Updated daily and reviewed at intervals.</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> | <p>Director of Student Support</p> | <p>Spring 2023</p> <p>The Alternative Provision pathway has been introduced.</p> <p>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.</p> <p>Know Who, Know How has been introduced that allows staff to support students through their Provision Map and the Provision Map Information and Strategies document.</p> <p>Final Review Summer 2024</p> <p>Know Who, Know How is embedded and allocated time is given to staff at regular interviews to review the support for individuals in their groups.</p> <p>An additional appointment of Provision Manager has been implemented to ensure that support remains dynamic and follows the Assess, Plan, Do, Review approach.</p> |
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|   |   | Student Profiles assessed cyclically to ensure up to date and necessary.   | Key group of strategic staff review student profiles annually  | Annually   |  |  |  |
| 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 (e.g., CPOMS, Staff general awareness)<br/>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<br/>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,<br/>Director of Student Support,<br/>CTL L4L</p> | <p>Spring 2023</p> <p>There is regular support from Spectrum for identified students.</p> <p>Students are referred to services through the Team Around the School model which includes access to mental health and wellbeing support.</p> <p>There is an adapted delivery of sexual health to the students accessing the Resource Provision.</p> <p>Student Support have introduced and delivered Online Safety intervention for identified students.</p> <p>The college has retained the Healthy Schools Charter Mark.</p> <p>Final review Summer 24</p> <p>Re-introduction of P&amp;A time to ensure drip feed approach for key pastoral curriculum and regular support</p> <p>FBV and Personal development is part of subject mid term planning</p> <p>Ofsted were impressed with the delivery of personal development.</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>  | Ongoing  | Attendance is recorded and monitored via the School Gateway App. Data analysed by LDR each term. | Director of Transition and Enrichment  | <p>Spring 2023</p> <p>Enrichment programme running with a wide and varied selection of activities for all students.</p> <p>Parent booking system now in use via School Gateway app.</p> <p>Tracking of enrichment attendance is now in place for all students with functionality to filter for groups (SEND/Disadvantaged).</p>  |



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|   |  |  |  |                                       |  |                             | Final Review 2024<br>Strong enrichment offer has been in place with high levels of engagement from students in all groups. Effective tracking has allowed for inactivity to be addressed through the pastoral systems. Student voice has also allowed the College to strengthen the offer to all.  |
| 6 | <i>Access to work</i><br>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.<br><br>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. | Specialist equipment / software.<br><br>CPD through external specialists.<br><br>Time/OH | Ongoing<br><br>Ongoing<br><br>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.<br><br>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<br><br>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.<br><br>Return to Work discussions have highlighted where adjustments are |



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|   |  | <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>Ongoing</p> <p>Termly</p> <p>Termly</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>needed ie flexible working patterns/amended duties, and these have been implemented and are reviewed regularly.</p> <p>All data and exit questionnaires reviewed by Director of HR – no issues identified to date.</p> <p>Final Review Summer 2024</p> <p>OH medical assessment questionnaires prior to commencing employment are standard practice. Any adjustments/support recommended by OH have been implemented and are reviewed regularly to ensure they continue to meet the needs of the individual.</p> <p>Day One Return to Work discussions are now standard practice across college and have highlighted where adjustments/support are needed. These have been implemented and are reviewed regularly.</p> <p>Data and exit questionnaires continue to be reviewed by Director of HR, with no issues identified to date.</p> |
| 7 | <p><i>Premises</i></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> | <p>Spring 2023</p> <p>Recent CIF building works have increased site access of all stakeholders. This will continue in 2023/24 with the latest DfE rebuild programme.</p> <p>Final Review Summer 2024</p> <p>DfE rebuild has seen increased site access for all stakeholders, with a new ramp to the Science/DT block already installed as part of the programme. This will continue into the next academic year.</p>  |



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| 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 &amp; Discipline Continuum and the Bullying Policy to ensure attitudes are challenged</p> | <p>Power points and presentations</p> <p>Policies:<br/>Behaviour, anti-bullying and safeguarding</p> | Annual implementation | CPOMS<br>Behaviour logs via SIMS                              | AP Safeguarding and Wellbeing, AP Behaviour and Attendance, CTL L4L | <p>Spring 2023</p> <p>The three core values of motivation, commitment and care permeate the college.</p> <p>BEFAIR everywhere is driven through assemblies, student and staff voice and the high presence of staff around site that ensures safety for all students.</p> <p>The Student Support vulnerable snack break group for those who find the social experience the most challenging.</p> <p>Opportunities in the curriculum are used to reinforce the message of not discriminating.</p> <p>Neuro Diversity week to be celebrated in school to support raising awareness.</p> <p>Final review Summer 2024</p> <p>Embedding of the above – revisiting of FBV via P&amp;A time.</p> <p>Bullying policy updated and reviewed<br/>Anonymous reporting tool launched.</p> <p>Anti-bullying and Online activity repeatedly referenced.</p> <p>Ofsted found safeguarding effective in their Inspection</p> |
| 9 | <i>Administration</i>  | 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.<br>Transition information. | General Office Manager  | Spring 2023  |



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|  | Availability of information in alternative formats to meet stakeholder needs |  | appropriate alternatives eg font/ coloured paper. |  | Liaison with internal staff and external agencies | <p>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.</p> <p>Final Review Summer 2024</p> <p>Now standard practice to highlight on Sims any stakeholders requiring information in an alternative format.</p> <p>Continues to be regularly reviewed by Office Manager.</p> |
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## 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<br>(Director of Student Support) |
| September 2021        | September 2024       | Associate Assistant Principal<br>(Director of Student Support) |

