

Statement

St Andrew's College is committed to providing an accessible environment where there are high expectations of everyone. Young people are provided with high quality learning opportunities so that each attains and achieves all that they are able to. Everyone in our college is important and included. We promote an ethos of care and trust and we work hard to recognise everyone's uniqueness and success. We identify learning in all its forms and are committed to developing our learners. We are a safe college, committed to improving student's confidence and self-esteem.

Aims of the College

Schools are required under the Equality Act 2010 to have an accessibility plan. The accessibility plan must cover the colleges' actions to improve accessibility in three areas. It is our intention to remove, as far as possible, those barriers which make it difficult for any individual who has difficulties within the following broad categories of need:

- Access to the curriculum
- Access to published information
- Physical access to the learning environment

St Andrew's College aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

Legislation and guidance

This policy meets the requirements of schedule 10 of the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools 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.

Difficulties

The range of difficulties which may need addressing are numerous and are likely to change according to the young people and their identified difficulties, but they could be broadly grouped as:

- Sensory, speech, hearing or eye sight impairments
- Physical difficulties
- Medical needs
- Cognitive and learning needs
- Communication difficulties including Autistic Spectrum Disorder
- Social, emotional and mental health needs

Actions

- Continually demonstrate a commitment to developing access to the college for all young people by reviewing the environment of the college, the way we plan, prepare and teach the curriculum and try to make sure the information we provide for learners is understandable for all.
- Provide an atmosphere where all feel safe and valued.
- Promote understanding of disability and work to show positive models of people with a disability.
- Embed accessibility within the college improvement process.

Our college is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

- All staff within St Andrew's College will have completed at least one course on equality and diversity, thereby raising awareness.
- Narrowing the gap in performance of disabled students.
- Reducing the number of homophobic incidents.
- Encouraging girls to consider non-stereotyped career options.
- Encouraging student participation in racial awareness campaigns.

In order to comply with the duty to meet statutory requirements for accessibility plans St Andrew's College will:

- Not treat students with protected characteristics less favourably than those without such characteristics.
- Not discriminate against anyone on the grounds of a protected characteristic.
- Not discriminate against any student on the grounds of his or her religious beliefs or customs.
- Take reasonable steps to avoid putting disabled students at a substantial disadvantage (the "reasonable adjustment" duty) in the provision of education.

Within our plan we will work to identify;

- The extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum.
- Making written information accessible in a range of different ways for disabled students, where it is provided in writing for students who are not disabled.
- Proposed developments in physical access to education and associated services.

The template for the strategic accessibility plan for St Andrew's College is set out below.

Access to the curriculum: Increasing the extent to which disabled students can participate in the college's curriculum

| Target | Strategies | Outcomes | Timeframes | Success criteria |
|---|--|---|------------|---|
| TEACCH staff to use Makaton to improve learning where appropriate | | | | |
| Availability of written material in alternative formats | College to utilise those trained in PECS to convert information into alternative formats | Information provided in different formats as required | | Information provided to all students regardless of disability |
| To improve accessibility for students with Dyslexia/VI | Coloured acetate to be used Coloured paper to be used ColorVeil installed on all computers | | | |

Access to published information: Improving the delivery of information that is already provided in writing to able bodied students.

| Target | Strategies | Outcomes | Timeframes | Success criteria |
|--|--|---|------------|---|
| Visual timetables and information supported by signs/symbols for specific students | | | | |
| Availability of written material in alternative formats | College to utilise those trained in PECS to convert information into alternative formats | Information provided in different formats as required | | Information provided to all students regardless of disability |
| | | | | |

Physical access to the learning environment: Improving the physical environment of the college to increase participation for disabled students.

| Target | Strategies | Outcomes | Timeframes | Success criteria |
|---|---------------------------------------|--|------------|---|
| Disabled toilet facilities available | | | | |
| College accessible for those with mobility issues | Staff to escort students in the lifts | Students able to access the college regardless | | Students able to access college to participate in exams |
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