



**Newton
Abbot
College**

Accessibility Policy & Plan

This policy was adopted by the Governors of
Newton Abbot College on 02/07/2024

Review date: Autumn 2027 or earlier as required.

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POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
July 2021	Policy written	Louise Ransom	August 2021	July 2024
July 2024	Policy updated	SCH	July 2024	3 yearly

1.0 Policy Statement

Our mission is to provide all our students with the best educational experience we can; an experience that supports, challenges and inspires them to achieve their potential and develop into well-rounded, kind, resilient and responsible young people, who have a deep love of learning and a curiosity about the world around them. We are an inclusive school committed to providing the best education we can for every child, every day, working hard to continue to improve accessibility in our school.

2.0 Scope and purpose

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

3.0 Definition

Definition of disability under the Equality Act 2010: A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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.

4.0 Legal framework

This Policy will be published on the school's website and as a statutory policy will be included in the Policy Monitoring Schedule.

This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in 'The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities', issued by the DfE in May 2014.

The school recognises its duty under The Equality Act 2010:

- not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat students with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- to publish an accessibility plan that will increase access to education for students with disabilities

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

5.0 Key aims

The school's aim is to treat all students fairly and with respect, providing access and opportunities for all students without discrimination of any kind. The school aims to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for students with a disability.

To increase and eventually ensure, for students with a disability, that they have:

- full access to our setting's environment, curriculum and information
- full participation in the wider college community

6.0 Principles

Compliance with the Equality Act is consistent with our setting's aims, the Ivy Trust's Equality and Diversity Policy and the College's SEND Policy and Information Report

Our staff recognise their duty under the Equality Act:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a disadvantage and to ensure students with SEND retain their privacy and dignity
- to publish an Accessibility Plan

In performing their duties governors have regard to the Equality Act 2010.

Our setting:

- recognises and values the students' knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities
- respects the child and the parents' right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is age appropriate, adapted and personalised when needed.
- we produce teaching support materials that raise awareness of the students' disabilities, as well as their abilities
- we ensure teachers understand effective strategies that have been used for students historically and we regularly review these strategies to ensure they are impactful
- Students with SEND are included in recruitment process of Learning Coaches, including leadership opportunities such as Sports Leadership and Prefecture.
- after college activities and trips are fully inclusive where financial difficulties may arise
- we have enhanced transition processes to support students moving across key stages, deciding options and in preparation for Enrichment Days that might prove challenging for students with SEND.
- THRIVE style activities (BOXALL profiling) are used for individuals to improve self-esteem and social skills
- we work with families and the EWO to support excellent attendance and offer some alternative curriculum opportunities for those who may become disengaged
- we set aspirational targets for all students, including students with SEND, however we are flexible, responsive and adapt personalised targets so that students remain highly motivated
- home learning can be differentiated for identified students using Class Charts and SPARX
- students with disabilities take part in full curriculum activities.
- The college conducts exam access arrangement assessments based upon a student's normal way of working and evidence of need.

- The college offers designated areas with lower sensory stimuli for students with additional needs in this area.

7.0 Improving access to the college curriculum for disabled students

All disabled students have access to a broad and wide curriculum, including:

- students have access to after college clubs
- leisure and cultural activities
- support to attend extra-curricular trips, through additional and specialist support, at no cost to the students
- advice is taken from external agencies, including GPs, Occupational Therapists, Educational Psychologists, advisory teams and Paediatricians

Improvements to the physical environment of the college are made, where necessary, to ensure students retain access to education:

- there is level access to most specialist classrooms and facilities throughout the college
- physical access equipment is provided, including planning for audio and visual challenges
- specialist chairs and standing tables are provided, where necessary, for students to use
- IT equipment and software is provided for students who need specialist help
- reasonable adjustments are made and, where appropriate, beyond reasonable adjustment to ensure students are fully able to access a broad curriculum

8.0 Improving the delivery of written information to disabled students

All students have access to additional materials, where appropriate, including:

- printed handouts supported with visuals; info graphics, images, colour etc
- dyslexia friendly fonts & power points
- timetables including visual timetables
- texts
- workbooks and textbooks
- college information
- home learning
- where additional materials are required, including through electronic provision, the college will make at least reasonable adjustments to ensure all students receive a high-quality education

Different forms of communication are made available to enable all disabled pupils to express their views (student voice) and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

9.0 Financial Planning and control

The Local Governing Body, Headteacher and Senior Leadership Team review the financial implications of the Accessibility Plan as part of the normal budget review process.

Reviewing this Policy

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Accessibility Plan to be completed and published on the college website	Ensure the final version is ratified by the Local Academy Committee	Senior Leadership Team	Short		
Staff read a summary of the Equality Act in next Safeguarding training where a register is kept of attendees	Add this to the Level 2, staff will also be required to complete training and equality and diversity as part of their directed time so it should be fully covered	Senior Leadership Team	Short		
Staff understand the needs of students and action accordingly	Monitor, evaluate and review student passports in order to further high quality teaching.	Senior Leadership Team	Ongoing		
Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Provide access to all parts of the college buildings and sites	Current lift to be regularly maintained Ramps and/or adjustments to be considered when necessary and provided if necessary, to support staff, students and visitors with disabilities and improved accessibility to lift keys	Senior Leadership Team	Dependent on need		
Provide accessible toilets for disabled students, staff and visitors	Existing facilities to be maintained and compliant.	Senior Leadership Team	Accessible toilets available on all levels/buildings as deemed necessary		
Provide disabled parking bays	Space is clearly sign posted and maintained.	Senior Leadership Team	Ongoing		
Ensure visibility in stairways and corridors	Corridor lighting maintained throughout the college. Additional signage, markings etc can be used if considered necessary	Senior Leadership Team	Dependent on need		

Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff.	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs. PEEPS written and shared with classroom staff.	Senior Leadership Team	Ongoing		
Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure awareness with SEND needs at Open Events	Discuss with prospective students and parents' specific needs and how they can be accommodated	Senior Leadership Team	Dependent on need		
Ensure the admissions process collects information on student requirements	Discussions with students and their parents as part of the application process and Primary transition and improved mid-year admissions	Senior Leadership Team Raising Standards Leaders and Data Manager	Dependent on need		
Enable CPD supports the expectation that staff fully understand the needs Students with SEND.	Training to be provided on a needs basis either by in-house staff or bought-in expertise	Middle Leadership Team	Dependent on need		
Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff have regular CPD regarding additional needs and how they can be met	Ensure the SEND team are kept up to date with current SEND information and training. Ensure SEND information is disseminated to all staff through the SEND google classroom, weekly briefing, CPD and INSET. Information on individual student needs are disseminated by way of student passports using Edukey/Class Charts.	Senior Leadership Team	On going		
Ensure the school curriculum is fully	Our school offers a broad and balanced curriculum	Senior Leadership Team	On going		

accessible to all pupils including those with a disability.	<p>for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Subject monitoring cycles focus on the extent to which disabled pupils can participate in the curriculum and whether staff have high expectations for all pupils.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Support for individuals and their personalised needs identified in teachers planning.</p>				
All school visits and trips to be accessible to all.	<p>Advice sought from specialist advisors where relevant.</p> <p>Relevant information included on risk assessments.</p>	Senior Leadership Team	On going		
Ensure disabled children participate equally in after school and lunchtime activities.	<p>Advice sought from specialist advisors where relevant.</p> <p>Relevant information included on risk assessments.</p> <p>Attendance of pupils with a disability at extra curricular activities is monitored.</p>	Senior Leadership Team	On going		
Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Provision of curriculum materials in different formats – braille, large print, audio	Provision to be made, as required	Middle Leadership Team SEND team	Dependent on need		
Use a range of ICT equipment to support the needs of disabled learners.	<p>The school uses a range of ICT equipment to support the needs of learners including:</p> <ul style="list-style-type: none"> • Dictation software – to load on more machines • Chrome Books • CPENs 	Matt Brookman & IT team in liaison with SEND team	In line with individual pupil's needs		License (2025) Read and Write Gold