



**SOUTH MOLTON**  
COMMUNITY COLLEGE  
— supporting success —

## **Accessibility Plan 2015-17**

This plan was formulated by a working party consisting of: Principal, SENCO and the School Business Manager.

## **SCHOOL MISSION STATEMENT:**

South Molton Community College (SMCC) strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

### **The definition of disability is:**

“A person suffers a disability 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 carry out normal day-to-day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

### **SMCC recognise:**

Our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services<sup>1</sup>”

Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

### **Schools and LAs must:**

- not treat disabled pupils less favourably
- and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the „reasonable adjustment“ duty) together with school
- Governors have the duty to publish Accessibility Strategies and Plans.

## **SCOPE OF THE PLAN**

**This plan covers all three main strands of the planning duty:**

### **1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers the aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with poor motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools, the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

### **2. Increase the extent to which disabled pupils can participate in school's curricula.**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The school's plan is to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

### **3. Improving the delivery of information to pupils with disabilities.**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils and parents preferred formats.

## **OTHER RELATED SCHOOL POLICIES**

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions policy/criteria
- School Improvement Plan
- Policy for school trips and excursions
- SEN policy
- Exclusions

## **MONITORING**

South Molton Community College recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning.

(Essentials are in **bold** type.)

We will monitor (select):

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Homework clubs
- KS4 option choices
- Post 16 destinations
- Number of pupils participating in summer schools including those for the very able and gifted
- Selection and recruitment of staff
- Governors representation
- Parents attending consultation meetings
- Parents involvement in the life of the school (representation at Parent Voice meetings, attendance at parents" evenings, in the classroom, school productions, sports day, fetes, etc.)

### **Current limitations of SMCC School site (May 2015)**

The current school accommodation is light and well ventilated. However, the site is spread out over a wide campus area which currently would inhibit wheel chair users to move to lessons without leaving lessons early and subsequently losing curriculum time in lessons. The majority of the school is also set over two levels with stairwells that do not offer suitable positioning for lift access. Therefore, wheel chair access is restricted to the lower levels of the school which currently inhibits wheel chair users ability to access the Science labs, Library and Art rooms.

Accessibility for wheel chair users is expected to greatly increase on the completion of the new whole school building in January 2017. The plans include full lift access to all levels allowing all pupils to access the full curriculum from that point forward. The schools accessibility policy will be updated to reflect this at that point.

### **PUBLICATIONS FOR GUIDANCE**

Disability Discrimination Act 1995

**DATE OF REVIEW: 2017 or on completion of new school**