

**Honiton Community College
Academy Trust**



**This policy was adopted by the Governing Body of
Honiton Community College Academy Trust
on 18th November 2020 and will be reviewed every three years.**

ACCESSIBILITY PLAN

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Honiton Community College strives to ensure that the culture and ethos of the college are such that, whatever the abilities and needs of members of the college community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in College, this procedure sets out the process for raising these concerns.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DFE) [guidance for schools on 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 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.

This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives <i>Short, medium and long-term objectives</i>	Person responsible
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all students and we use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>The views of all students including those with disabilities are considered when planning the curriculum.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> • To enable student voice to be heard through the annual PASS survey. • To improve staff awareness on the needs and responsibilities for students with disabilities by providing appropriate CPD to relevant staff. • To incorporate in the curriculum a knowledge and understanding of the needs of people with disabilities. <p>Medium Term</p> <ul style="list-style-type: none"> • To continue to incorporate in the curriculum a knowledge and understanding of the needs of people with disabilities. • To widen the extra curricula activities on offer for all students. <p>Long Term</p> <ul style="list-style-type: none"> • To re-examine the curriculum provision in the light of ever changing National scene. 	<p>RRO</p> <p>MCA</p> <p>CLC/ELT</p> <p>CLC/ELT</p> <p>GSM/All</p> <p>HOD</p>
<p>Improve and maintain access to the physical environment</p>	<p>Where possible the College environment is adapted to the needs of students as required. This has included the installation of ramps and lifts. In addition, disabled toilets and changing facilities have been provided.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> • Review the current provision by conducting a site audit carried out in conjunction with the Director of Finance and Resources and members 	<p>MBU</p> <p>MBU</p>

	<p>Disabled parking bays are also available. A specific room is provided to enable physio therapy to be provided onsite.</p> <p>Our new buildings have been specifically tailored for the needs of students with physical disabilities.</p>	<p>of the Resources Committee.</p> <ul style="list-style-type: none"> To review practices to allow access to all areas for wheelchairs. <p>Medium Term</p> <ul style="list-style-type: none"> To improve any minor changes in the physical site/buildings as identified in the short-term plan audit. <p>Long Term</p> <ul style="list-style-type: none"> To review the provision for disability for all stakeholders as part of a three-year cycle. To implement any changes to the physical space as required by review audit or monitoring processes. 	<p>MBU</p> <p>MBU</p> <p>MBU</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our College uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations Dictaphones Interpreters Scribes for examinations Laptops and other ICT equipment for examinations and classroom use 	<p>Short Term:</p> <ul style="list-style-type: none"> To improve staff awareness on the needs and responsibilities for students with disabilities by providing appropriate CPD to relevant staff. Where necessary improve access to ICT facilities. To respond to individual student needs as they arise. <p>Medium Term</p> <ul style="list-style-type: none"> To audit the provision of internal signage and make changes where necessary. Audit provision of the individual needs of the 	<p>MCA</p> <p>ASA/MST</p> <p>MBU</p> <p>ASA</p>

	<ul style="list-style-type: none"> Differentiated ways of communicating with parents and students 	<p>students on an annual basis.</p> <p>Long Term</p> <ul style="list-style-type: none"> To review the provision as part of a three-year cycle. 	MBU
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Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved and monitored by the Resources Committee.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Individual student Education and Health Care Plan (EHCP)