

# COWLEY INTERNATIONAL COLLEGE



## ACCESSIBILITY PLAN

Status	<b>STATUTORY</b>
Responsible Governors' Committee	Pupil Behaviour and Well-being
Date first approved by GB	Autumn Term 2017
Responsible Person	Head of Care, Guidance and Support
Reviewed date	Autumn 2017
Date of next review	Autumn 2020

## **ACCESSIBILITY PLAN (2017 to 2020)**

Cowley International College is committed to providing a fully accessible school environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion, in line with the provisions of the Equality Act 2010. At Cowley, this covers all aspects of teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

Cowley International College plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- a. Increase the extent to which disabled students can participate in the school curriculum
- b. Improve the physical environment of the school to increase access to education for disabled students
- c. Improve the delivery of information to students, staff, parents and visitors with disabilities.

The Accessibility Plan should be read in conjunction with the following Cowley International College policies, strategies and documents:

- Single Equality
- CPD
- Health & Safety (including off-site safety)
- Special Educational Needs and Disability
- SEND Information Report
- Behaviour Management
- College Improvement Plan
- Asset Management Plan
- School Prospectus

The Action Plan for physical accessibility includes items relating to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

The school will work in partnership with the Local Authority and other partners in developing and implementing this plan.

## **ACCESSIBILITY PLAN**

The Accessibility Plan is detailed in Appendix A attached. The Plan has been drawn up with consultation with students, parents, SENCO, other staff of Cowley International College. The Plan covers the period September 2017 to July 2020.

The following areas form the basis of the Accessibility Plan –

- a) Increasing the extent to which disabled students can participate in the school curriculum
- b) Improving the physical environment of the school to increase access to education for disabled students
- c) Improving the delivery of information to disabled students.

The three action plans attached relates to each of these three key areas of accessibility. The plans will be reviewed and adjusted on an annual basis and a new plan will be drawn up after the three-year period.

The Governing Body will monitor the Accessibility Plan through the Student Behaviour and Wellbeing Committee.

## ACCESSIBILITY PLAN

a) Increasing extent to which disabled students can participate in the school curriculum

Target	Strategies	Outcomes	Timescale	Progress end of 2017/18
1. Ensure awareness of disabled students' needs at events to support transition	Awareness of the transition team to potential issues with access to school areas	Tours for parents or students with mobility problems are arranged either on a separate day or with a special tour guide	Ongoing	14 Feeder Primary schools visited by SENCo during Summer term to identify additional needs and where relevant, potential issues with access. Separate tours and meetings held for students and parents with mobility problems. Additional visits arranged post open evening for students with access requirements who were unable to attend.
2. Ensure that the admissions process allows all potential candidates to be fairly reviewed	Ensure SENCO is consulted regarding all potential students with a disability to assess any reasonable adjustment required	Appropriate arrangements to assess a student's ability to join the school regardless of disability	Ongoing	SENCo aware of all new students through Primary transition, and through arrangements for new students starting at different points of entry. This allows reasonable adjustments to be made as appropriate.
3. Enable staff to increase their knowledge and understanding of needs of disabled students	Training of staff  Circulation of relevant information and materials relating to individual student needs	Staff confidence in providing appropriate teaching and support for disabled students	Ongoing	Additional information circulated at the beginning of September and stored in SEN folder on Staff share. SENCo input on whole staff training days in September to further draw attention to this vital information.

4. Maintain commitment to a well-trained and qualified Learning Support Team to support all students	Maintain budgets and training of specialist staff	Staff have a qualified team to consult and to help to deliver education to disabled students.	Ongoing	No budget alterations.
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b) Improving the physical environment of the school to increase access to education by disabled students

Target	Strategies	Outcomes	Timescale	Progress end of 2017/18
1. Provide access to all parts of the school building	Current lifts to be regularly maintained  Sixth Form disabled access to be reviewed by LA	Students with limited mobility are able to navigate around the school site safely	Ongoing	One lift operational and tested monthly. Also tested by insurers every 6 months. Art block lift not currently operational – subject to ongoing review with the LA.
2. Ensure edge of stairs/steps both inside and outside are clearly visible	Monitor for wear and tear as part of termly site inspection and daily walkarounds	Students with impaired vision are less likely to fall and confidence in moving up and down stairs/steps is increased	Ongoing	Stairs are checked daily for issues with the edging and recorded termly on the site Health and Safety Audit.

c) Improving information and communications for disabled students

Target	Strategies	Outcomes	Timescale	Progress end of 2017/18
1. Provide handouts, timetables, textbooks and information about the school and school events in an easy read, or larger print	Reprographics informed that materials are to be provided in different font size etc. to support students	All students can see materials	Ongoing	Where appropriate, materials are provided in different font sizes and the Visual Impairment Service is used to adapt text books/assessments etc.
2. Ensure information in lessons/activities are clear and the member of staff's voice can be heard	Raise awareness amongst staff of the need for clarity in voice communication	All students can hear instruction	Ongoing	All staff aware of students with hearing problems through access to additional information.
3. Introduce new technologies to supports pupils with hearing or visually impaired	Research new technologies and software	Students have access to the newest technologies to support learning	Ongoing	Further research needed.