



Conisborough College
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Part of United Learning

Conisborough College Accessibility Plan

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Plan is structured to complement and support the school’s Equality Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Linked Policies

This Accessibility Plan will contribute to the review and revision of related school policies

- School Development Plan
- SEND Policy
- Supporting Pupils with Medical Needs Policy
- Equal Opportunities Policy
- Behaviour Policy
- Curriculum Policies

Key Objective

1. To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
2. To avoid all forms of discrimination directly or indirectly in recruitment or employment.

Principles

1. Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
2. The school recognises its duty under the EA:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably • To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
3. The school will:
 - Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
 - Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.
 - Set suitable learning challenges
 - Respond to pupils' diverse learning needs
 - Overcome potential barriers to learning and assessment for individuals and groups of pupils

Reasonable Adjustments

The 'Reasonable Adjustments' duty

The duty to make 'reasonable adjustments' does not include a duty to change physical features. It does include a duty 'to take such steps as it is reasonable to have to take to provide auxiliary aids ...

where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled’.

The term “auxiliary aids” found in the Act cover both auxiliary aids and services but there is no legal definition for what constitutes auxiliary aids and services. Examples of what may be considered an auxiliary aid could be hearing loops, adaptive keyboards and special software. There is no generic definition of what constitutes a ‘reasonable adjustment’; the key test is reasonableness, which will always specific to the pupil and context¹.

For further information about reasonable adjustments, please also see the Academy’s SEND and Disability Policy and Supporting Pupils With Medical Needs Policy.

Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School’s curriculum

1. When planning, teachers will need to set high expectations and provide opportunities for all pupils to succeed, including pupils with disabilities. They should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To create effective learning environments this will include:
 - valuing all contributions
 - ensuring pupils feel secure and able to contribute appropriately
 - ensuring that all forms of bullying will be challenged
2. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life (e.g. a wheelchair, a hearing aid or equipment to aid vision). However, teachers must take account of potential barriers to learning and, where necessary, ensure in their planning that they make provision to support individuals or groups of pupils to enable them to participate as fully and effectively as possible in the curriculum and assessment activities. This may include adapting / modifying resources and / or making them more accessible, e.g. providing soft copies / printed copies of teaching material, ensuring font sizes and reproduced materials are fully accessible, etc. Potential areas of difficulty should be identified and addressed at the outset of work. Also, during assessments, teachers should bear in mind that reasonable adjustments may need to be made to support individual pupils.
3. Curriculum planning and assessment for pupils with SEND must take account of the type and extent of the difficulty experienced by the pupil. Disabled pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists. Teachers should work closely with the Learning Support Department and, where appropriate, representatives of other agencies who may be supporting the pupil.
4. Teachers will need to plan for pupils' full participation in learning and in physical and practical activities through:
 - using specialist aids and equipment

- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary

5. Teachers should also take specific action to enable the effective participation of pupils

with disabilities, for example by:

- planning appropriate amounts of time to allow for the satisfactory completion of tasks, for example by:
- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.
- planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum, for example by:
- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites, etc.
- identifying aspects of the curriculum that may present specific difficulties for individuals.

Sports

The Physical Education Department will need to make plans to consider provision for disabled pupils. Specifically, for disabled pupils who cannot access an activity, teachers will need to provide one or all of the following:

- adapted, modified or alternative activities that have integrity and equivalence to the activities followed by other pupils and that enable the pupils to make progress
- specific support to enable the pupils to participate in certain activities or types of movement
- careful management of the pupils' physical regime to allow for specific medical conditions

Recreational activities and School clubs and societies

Most recreational areas for break and lunchtimes are accessible, ramps are provided in the agora and lifts in each block.

Most after-school clubs will be accessible. Access to school trips may require alternative forms of transport (e.g. a taxi instead of use of the Underground).

For further information about the School's curriculum, co-curricular provision and approaches to teaching, please see the School's Curriculum and Teaching and Learning Policy and the School's Learning Support and Disability Policy.

Improving the provision of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

1. Written information provided to pupils in Academy covers a wide range of areas. Most obviously there is the curriculum material provided through visual presentations (including, for example, textbooks and worksheets). This can be complemented by written information on white boards, flip charts or interactive technologies. Accessibility issues are considered when new equipment is acquired by the School to ensure that the current and future needs of all pupils are met as far as is reasonable.
2. In addition to curriculum information there is the wide variety of other information provided by the schools to its pupils. Where reasonable, this information will be provided in an accessible way to pupils with disabilities, recognising that different pupils are likely to require different arrangements in different situations.
3. Accessibility for all learners is considered when introducing and setting up new ICT hardware (e.g. interactive whiteboards / display screens), peripherals and software.

Improving the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the Academy.

1. The Academy was purpose built and as such, all areas are accessible to wheelchair users via ramps or lifts in each block.

Support for Specific Areas of Need

Examples of implications of the reasonable adjustment duty for specific subjects It is important for teachers to make adjustments to help disabled pupils overcome difficulties presented by particular aspects of the teaching and learning programme, for instance by:

- using approaches to enable hearing-impaired pupils to learn about sound in science and music

- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- adjusting or discounting these aspects in appropriate individual cases when required to make a judgement or academic attainment.

Access Arrangements

The school's policy and procedures with regard to Access Arrangements in Entrance Examinations and Public Examinations are outlined in the following policies:

- Admissions Policy
- SEND Policy
- Supporting Pupils With Medical Needs Policy
- Equal Opportunities Policy

Working with external providers

The SENCO and pastoral teams can be contacted by parents in relation to assessment of and on-going work with pupils. Where appropriate, the School will make use of external advisors (e.g. medical practitioners and Educational Psychologists) and has access to a range of services through United Learning and Lewisham Council.

Activities

Education & related activities

The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Plan Availability

- The school makes its accessibility plan available in the following ways:
- A copy is held in the school offices alongside the H&S documentation

- A copy is posted on the school website
- A copy can be emailed or posted on request
- The plan is also available in a high contrast and large print size format upon request please contact the main office for further details.