



# Castle Donington College

## Accessibility Plan

Date ratified and adopted by the  
Teaching, Learning and Assessment Committee of the Board of Governors

8<sup>th</sup> October 2020

Date for review

October 2023

*This College follows Guidance and Advice given by the Government when writing policies; in light of this, changes may need to be made after the adoption of this policy and prior to the review date.*

## Statement of Intent

This plan outlines the proposals of the Board of Governors of Castle Donington College to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

- Increasing the extent to which pupils with disabilities can participate in the College curriculum
- Improving the physical environment in the College to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Improving information delivery to pupils with disabilities

The Board of Governors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised annually.

## Planning Duty 1

**Increased access to the curriculum for SEND pupils. This includes teaching, learning, and the wider curriculum of the College such as participation in extracurricular clubs, leisure and cultural activities or visits**

Target	Actions	Timescale	Resources	Responsibility	Monitoring
1. Ensure an appropriate and personalised Key Stage 4 pathway for pupils with SEND	<ul style="list-style-type: none"> <li>Analyse success of SEND pupils based on current curriculum.</li> <li>Review exam specifications for vocational courses that fit Progress 8.</li> <li>Visit other local/national schools with experience at KS4.</li> <li>Pupil voice to gain views.</li> <li>Review KS4 Curriculum and update Option booklet and resources for options process.</li> </ul>	January 2021	<ul style="list-style-type: none"> <li>Meeting time for pupil voice, research time.</li> <li>Visit time to good / outstanding external provisions.</li> <li>Options booklet.</li> <li>1:1 careers advice for SEND pupils.</li> <li>Meeting time with parents e.g. through Annual Reviews.</li> </ul>	ABu	JS
2. Develop expertise of teaching and learning support staff in differentiating the curriculum and providing quality first teaching	<ul style="list-style-type: none"> <li>CPD training eg. Dyslexia, ASD, Quality First Teaching.</li> <li>Ensure differentiation and QFT is a feature on department meeting agendas across the College</li> <li>Staff Audit of confidence /feedback questionnaire.</li> </ul>	July 2021	<ul style="list-style-type: none"> <li>Dedicated training time</li> <li>External training costs. eg. Autism Outreach.</li> </ul>	ABu	JS
3. Ensure ICT software is appropriate and accessible for pupils with SEND	<ul style="list-style-type: none"> <li>Audit current equipment eg. ICT Rooms, Library, and classrooms.</li> <li>Prioritise software that needs to be purchased to support SEND</li> <li>Seek advice from external ICT service (LA) to consider best practice.</li> <li>Visit other SEN departments to gain understanding of strategies.</li> <li>Apply to SENA for Top Up funding where appropriate.</li> </ul>	July 2021	<ul style="list-style-type: none"> <li>SENCO time</li> <li>Equipment and software costs</li> </ul>	ABu/AC	JS

## Planning Duty 2:

### Improving access to the physical environment of the College including physical aids to support learning.

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Provide accessible lunchtime facilities for SEND pupils	<ul style="list-style-type: none"> <li>Ensure that lunchtime arrangements include plans for SEND pupils e.g. Queue system for ASD pupils, use of wheelchairs.</li> <li>Audit participation in extra- curricular activities by SEND pupils.</li> <li>Gather information on accessible PE and disability sports</li> <li>Seek specialist support from external providers e.g. friendship group training for LSA's from Autism Outreach.</li> <li>Set up a system of individual access plans for SEND pupils when required</li> </ul>	Ongoing	<p>Set up a system of individual access plans for SEND pupils when required</p> <p>Budget for accessible PE activities or external providers.</p> <p>VI resources</p>	ABu	JS
Provide appropriate equipment for pupils with sensory or visual impairment	<ul style="list-style-type: none"> <li>Ensure awareness of pupils requiring sensory support.</li> <li>Discuss needs with LA / review need for top-up funding.</li> <li>Audit of building to ensure suitable measures in place.</li> </ul>	Ongoing	<p>Finance for any new resources – top up funding if available. SENCO meeting time with parents and /or external providers.</p> <p>LSA time to support pupils in 1:1 sessions.</p>	ABu	JS
Review site access to ensure that it meets the needs of all pupils, staff and community users.	<ul style="list-style-type: none"> <li>Review signage around the school site, eg font size.</li> <li>Ensure evacuation procedures, e-safety and safeguarding procedures are clearly displayed.</li> <li>Ensure all walkways are accessible.</li> <li>Train appropriate staff in lift and fire evacuation procedures where necessary.</li> </ul>	July 2021	<p>Costs for signage</p> <p>Time for staff training e.g. English block teachers</p> <p>Site premises team's time.</p>	FG/ABu	JB

### Planning Duty 3:

**Improve the delivery of written information to SEND pupils. This information should take account of pupils' SEND and parents preferred formats and be made available within a reasonable timeframe.**

Target	Actions	Timescale	Resources	Responsibility	Monitoring
Support SEND parents / carers and pupils with Go4Schools to ensure that it is accessible to all	<ul style="list-style-type: none"> <li>Remotely support parents</li> <li>Pupil voice for supported pupils</li> <li>Ensure Pupil Profiles are in place for appropriate pupils</li> </ul>	July 2021	ABu meeting time  Pupils and parent feedback time  Printing costs	ABu	JS
Improve staff knowledge of appropriate and accessible formats to use for pupils with SEND	<ul style="list-style-type: none"> <li>Review SEND advice for staff on SEND strategies for the classroom.</li> <li>Dyslexia resources e.g. overlays and coloured books more accessible.</li> <li>ASD level 1 training for all staff.</li> <li>Use of reader pens</li> </ul>	July 2021	CPD training time Appropriate resources – screening materials, overlays, LSA time. External support – Autism outreach, attachment, dyslexia training as available.	ABu	JS
Ensure documentation for the annual review process, including pupil profiles, is clear and transparent	<ul style="list-style-type: none"> <li>Liaise with LA SEN advisory service to establish best practice.</li> <li>Attend SENCO Network meetings for local and national updates.</li> <li>Review in College documentation to include pupil and parent feedback.</li> </ul>	July 2021	SENCO and SEN administrator time Meeting time – SENCO NET and SENA Printing costs Meeting time with parents and SEN pupils	ABu	JS