

LIPA  
SIXTH FORM  
COLLEGE

**Accessibility Policy**

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<b>Document Owner:</b>	Charles Bartholomew, Principal
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<b>Approving Committee</b>	Local Governing Board

**Document Version History**

<b>Version</b>	<b>Date</b>	<b>Ref</b>	<b>Change Summary</b>
1.0	August 2018		New Policy.
1.1	August 2023		Revised & updated

## **Accessibility Policy**

### **1 Aims**

Colleges 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 learners can participate in the curriculum;
- improve the physical environment of the college to enable disabled learners to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled learners.

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

The plan will be made available online on the college website, and paper copies are available upon request.

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

The college supports any available partnerships to develop and implement the plan. Our college'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.

We have included a range of stakeholders in the development of this accessibility plan, including learners, parents and college staff.

### **2 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 and colleges 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 and colleges are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled learners. 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.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for learners with a disability	<p><i>Our college offers a differentiated curriculum for all learners.</i></p> <p><i>We use resources tailored to the needs of learners who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all learners, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for learners with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all learners.</i></p>	<p>Ensure that MIS/CPOMS is fully utilised, including relevant information in relation to learner needs to facilitate the production of comprehensive group profiles which enable differentiation of the curriculum for all learners.</p> <p>Ensure all staff are trained in relation to setting SMART targets for learners, and are fully aware of their responsibilities in relation to tracking student progress throughout the year.</p>	<p>SENCO to coordinate transition arrangements.</p> <p>SENCO to arrange for needs information to be added to e-tracker.</p> <p>SENCO to train staff in relation to creating group profile.</p> <p>SENCO to monitor SEND learner progress throughout year and support staff to develop strategies to meet student needs in the planning of teaching and learning.</p> <p>Teaching and support staff to utilise needs information to identify learner needs, plan learning, assess learning and review. what learning has taken place.</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>Teaching and support staff</p>	<p>May-August</p> <p>End August</p> <p>August CPD week</p> <p>Regularly throughout the year</p> <p>Regularly throughout the year</p>	<p>High retention rates</p> <p>Positive student / parent / staff feedback</p> <p>Staff feedback</p> <p>Staff production of comprehensive group profiles.</p> <p>Positive student / parent / staff feedback</p> <p>High levels of attainment /progress of SEND learners in comparison to other learners.</p>

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of learners as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>ramps</i></li> <li>• <i>elevators</i></li> <li>• <i>corridor width</i></li> <li>• <i>disabled parking bays</i></li> <li>• <i>disabled toilets and changing facilities</i></li> <li>• <i>LRC shelves at wheelchair-accessible height</i></li> </ul>	None identified at present	None identified at present			

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Improve the delivery of information to learners with a disability	<p><i>Our college uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>transition booklets targeted at students with Autism Spectrum Condition (ASC), providing clear information about college.</i></li> <li>• <i>clear internal signage</i></li> <li>• <i>large print resources, when need is identified by learners.</i></li> <li>• <i>braille included to identify rooms on signage</i></li> </ul>	To ensure continuous improvements in the delivery of information to learners with a disability.	<p>More large print resources to be further developed and made available to both current and prospective learners and families.</p> <p>Ensure all external correspondence is font size 14 in a clear sans serif font to ensure written information is accessible to those with visual impairments and with literacy difficulties.</p> <p>Explore the possibility of changing house paper colour to grey / cream to make written information more widely accessible to those learners and parents who experience visual stress.</p> <p>Acquire induction loops.</p>	<p>SENCO / administration staff / vocational teaching teams</p> <p>SENCO / administration staff / vocational teaching teams</p>	on-going throughout year	<p>Positive student / parent / staff feedback</p> <p>Recruitment and retention of learners with special educational needs</p> <p>High levels of attainment /progress of SEND learners in comparison to other learners.</p>

## **4 Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Charles Bartholomew, Principal, and Jo Moriarty, Chair of Governors.

## **5 Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) policy and information report
- Supporting learners with medical needs policy

## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Four storeys			
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				