

Accessibility Plan

Carmel College

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Contents:

Aim of the Accessibility Plan

1. The Accessibility Audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

Aims of the Accessibility Plan

This Plan outlines how the college aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This Plan aims to:

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

This Plan is reviewed every three years to take into account the changing needs of the college and its pupils. The plan is also reviewed where the school has undergone a refurbishment/significant alterations or new build.

The Accessibility Audit

To assist in the development of the Plan and the identification of key issues the college will undertake an Accessibility Audit – at least once every three years. A template for the audit is attached at **Appendix 1** and covers the following three areas:

- **Access to the curriculum** – the college will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the college will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the college will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the college will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The audit should be used as a standalone tool to prompt investigation and review and need not be published with the Accessibility Plan.

The findings from the audit will, however, be used to identify the broad issues to be addressed and the actions to be taken to improve access.

All actions will be carried out in a reasonable timeframe. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Potential Issue	Action to be taken	Lead	When	Outcome
Staff members do not know whether the curriculum is accessible	<p>Audit of the curriculum</p> <p>Further develop the use of pupil and parent/carer voice to inform development of the Accessibility Plan</p>	Principal, Vice Principal for Teaching and Learning, teachers, SENDCo, AVP for Learning Support	Autumn 2025	<p>Management and teaching staff are aware of the accessibility gaps in the curriculum</p> <p>Pupil and parent/carer views inform planning and review</p> <p>Any concerns arising from discussions and surveys to be addressed</p>
Staff members do not have the skills to support pupils with SEND	<p>Training for teachers on inclusion – following the Inclusion Charter focussing on presence, engagement, achievement and belonging</p> <p>INSET provided to staff members especially for Cognition and Learning and Communication and Interaction as these are the largest areas of need within college. INSET also offered for Social, Emotional and Mental Health needs as this is a growing area of need</p> <p>Training for teachers on adaptive teaching through the EEFs 5 a day – explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology e.g. Ai, within the curriculum</p>	Principal, SENDCo, AVP for Learning Support, external advisors	Autumn 2025 and ongoing	<p>All pupils receive inclusive educational provision which meets their individual needs and helps them achieve</p> <p>Staff members ensure all pupils There will be a more co-ordinated provision between the pastoral system and the SEND department meeting the needs of pupils with a SEMH (Social, Emotional and Mental Health) need</p> <p>Effective strategies will be put in place to support pupils with SEND, especially Cognition and Learning, Communication, and Interaction and Social, Emotional and Mental Health</p> <p>Staff members have the skills to meet the medical needs of pupils</p>

	<p>Continual training for teachers to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Specialist training for staff within the SEND team to enhance departmental and college expertise on up-to-date strategies to be used across a range of disabilities relating to SEMH (Social, Mental and Emotional Health)</p> <p>Staff trained to meet individual medical needs of pupils where applicable</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p>			Pupils with SEND make expected or better progress.
Pupils with SEND cannot access the curriculum	<p>Screen Year 7 pupils' cognitive ability to inform identification, support strategies and assessment access arrangements</p> <p>Screen Year 7 pupils reading ability to identify literacy difficulties, and address significant difficulties through a literacy intervention programme delivered by trained specialist support staff</p> <p>Continue to train specialist support staff to deliver intervention schemes such as Read Write Inc Fresh Start, Access Literacy, Numeracy interventions and</p>	Principal, ICT manager, SENDCo, AVP for Learning Support, Teachers, Teaching Assistants	Autumn 2025 Year 7 and summer 2026 Year 9 (Screening)	<p>Pupils requiring additional support are identified and supported. Exam Access Arrangements are put in place and into practice to support pupils with SEND so that it becomes their normal way of working</p> <p>All pupils with a significant literacy difficulty will have an intervention in place.</p> <p>Pupils' needs are regularly reviewed and being fully addressed</p>

	<p>Emotional Literacy Support Assistant Training</p> <p>Assess identified Year 9 pupils for Exam Access Arrangements, sharing the outcome with teaching staff so that this arrangement is the student's usual way of working at key stage 4</p> <p>Termly learning support meetings to take place to assess and address pupil needs</p> <p>Provide laptops and other technology such as reading pens for pupils with SEND who require this adjustment</p> <p>Enhance the provision of specialist equipment such as computers, laptops, tablets, voice recorders and specialist programmes e.g., Read Write Gold, etc.</p> <p>Adjustable height chairs, stools and specialist equipment will be available for pupils with disabilities</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activities</p> <p>Music, drama, and technology curriculum adapted to suit the needs of all learners. This should include accessibility of equipment and activity, especially for those pupils with a hearing</p>		Spring 2026	<p>Pupils with SEND can access the curriculum</p> <p>A higher number of pupils will be able to access equipment that is available in college or able to be accessed through specialist support teams</p> <p>All pupils with SEND have the opportunity to access appropriate PE and music activities</p> <p>Pupils with SEND make expected or better progress</p>
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	or vision impairment or ambulatory disabilities			
College trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process including the necessary supervision and training for pupils with SEND and medical needs	Teachers, SENDCo, AVP for Learning Support	Autumn 2025	<p>Planning of school trips takes into account pupils with SEND and medical needs</p> <p>Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events</p> <p>Pupils and adults are able to access events safely. A range of opportunities will be developed through positive planning and risk assessments</p>

Planning duty 2: Physical environment

Issue	Action to be taken	Lead	When	Outcome
Management does not know if the college's physical environment is accessible	<p>Audit of physical environment</p> <p>An assessment to be conducted annually and for maintenance work to be completed as identified</p>	Business Manager, Building surveyors, Low Incidence Needs Team	Autumn 2025	<p>College is aware of accessibility barriers to its physical environment and will plan to address them</p> <p>Safety adjustments in place enabling safe access and mobility</p>
Pupils with ambulatory disabilities cannot access college buildings	<p>Areas of college were built in 2014 with all areas accessible for wheelchair access</p> <p>We are in the process of planning for better independent physical access of the site. Currently we are exploring numerous options for adjustments to some doors to ensure everyone in the community can flow comfortable around key areas of the site.</p>	Business Manager, SBM/building contractors	Autumn 2026	<p>All pupils with ambulatory disabilities can access college buildings</p> <p>College buildings are fully accessible and adapted to the needs of pupils</p>

Learning environment of pupils with visual impairments is not accessible	<p>Incorporate appropriate colour schemes when refurbishing and install window blinds</p> <p>To continually maintain yellow/ fluorescent warning strips on vertical posts, steps, and handrails, to support students with visual impairment</p>	SBM/building contractors	Summer 2026 Autumn 2025 and ongoing	<p>Learning environment is accessible to all pupils including pupils with a visual or hearing impairment or ambulatory disabilities</p> <p>All pupils with a visual impairment can successfully move around the college building independently and safely</p>
Learning environment of pupils with hearing impairments is not accessible	<p>Emergency systems to have visual alarms for hearing impaired students</p> <p>Investigation and research needed to provide hearing impaired pupils with an alert device which will alert them of an alarm, e.g., fire alarm direct to the pupil when they are without an adult or fellow pupil to alert them of alarm. This will also benefit them to increase independence</p> <p>All stools to have rubber stoppers on feet to reduce noise</p>	SBM/building contractors	Spring 2026	<p>Visual alarms fitted</p> <p>All pupils with a Hearing Impairment can access all alerts and are independent</p> <p>Pupils with a hearing impairment can access classrooms with hard flooring</p>
Improve and maintain access to the physical environment	<p>Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased</p> <p>Pupils with specific needs have the appropriate equipment and furniture in</p>	SBM, Primary Transition Lead, SENDCo	Summer 2026	Pupils will have full access to the physical environment of the college

	<p>place to allow them access to their lessons</p> <p>Subject Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room</p> <p>Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms</p>			All identified pupils are seated appropriately in rooms to ensure maximum access within each room
Pupils with physical disabilities cannot evacuate the college buildings	<p>Develop Personal Emergency Evacuation Plans (PEEPs) for specific pupils</p> <p>Support staff informed of which pupils they are responsible for in an emergency situation</p> <p>PEEPs are stored with emergency evacuation register held by the SENDCo and brought to the evacuation point</p>	SENDCo	Autumn 2025	<p>Identified pupils are aware of their PEEP</p> <p>Completed PEEPs in place for all identified pupils</p>
Toilets are not accessible	Handrails installed and accessible toilets are provided on all floors in all areas of the building	SBM	Autumn 2025	Access to toilets is increased

Pupils with SEND may not feel included	<p>To encourage positive attitudes through developing positive visual images and visible role models</p> <p>Visual displays for diversity including pupil achievement</p> <p>Planning for participation in activities with regards to inclusion and health and safety e.g., work experience, college visits, college events</p>	SENDCo, AVP for Learning Support, teachers	Autumn 2025 and ongoing	<p>Accessibility to be taken into account when planning activities</p> <p>Enhanced opportunities for pupils with SEND</p> <p>Achievements celebrated</p> <p>Positive attitudes promoted</p>
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Planning duty 3: Information

Issue	Action to be taken	Lead	When	Outcome
Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures and pupil and parent/carers voice included in the audit	SENDCo, AVP for Learning Support, ICT manager	Autumn 2025	College is aware of accessibility gaps to its information delivery procedures
Written information on the college website is not accessible	College annually checks and maintains the written accessibility app and google translate on the website	SENDCo, ICT manager	Autumn 2025	Written information on the college website is accessible via the drop-down box for google languages and UserWay accessibility menu

<p>Written information is not accessible to pupils with SEND, including those with visual impairments or EAL</p>	<p>Provide written information in alternative formats, including online information</p> <p>Pictorial or symbolic representation for pupils with Cognition and Learning needs</p> <p>Subject teachers and support staff take account of pupils reading ages and use AI to make text accessible</p> <p>Provide technology for pupils with literacy difficulties</p> <p>Incorporation of appropriate colour schemes especially on worksheets or by using coloured overlays</p> <p>Written information is printed on A3 paper using extra-large font for visual impairment</p>	<p>SENDCo, ICT manager, teachers</p>	<p>Autumn 2025 and ongoing</p>	<p>Pupils, including those with visual impairments, literacy difficulties or EAL, have access to written information in a format that meets their needs</p> <p>Pupils and parent/carers can access relevant information online and at home using IT accessibility as required</p>
<p>Verbal information is not accessible to pupils with SEND, including those with hearing impairments or EAL</p>	<p>Provide verbal information in alternative formats</p> <p>All sound field systems to be serviced and operational</p> <p>All curriculum areas, including the hall, to be adequately covered with hearing loop system</p>	<p>SENDCo, ICT manager</p>	<p>Spring 2026</p>	<p>Pupils, including those with hearing impairments or EAL, have access to verbal information in a format that meets their needs</p> <p>Pupils and parent/carers can access relevant information online and at home using IT accessibility as required</p>

College website is not accessible to children with SEND and parents/carers	Audit of website to ensure that there is ease of access to the information and that the language used is accessible for pupils and parents/carers	ICT manager	Autumn 2025	Website is fully accessible
Signage is not suitable for pupils with an extremely low reading age or EAL pupils	Ensure signage is suitable for non-readers and EAL pupils and is clear and well situated	SBM	Spring 2026	Pupils are able to navigate the college regardless of any SEND or language
Staff members do not know and use the communication methods that are suitable for pupils with SEND	<p>All pupils will have information documents e.g., Pen Portrait, One Plan Learner Profile, SEND Support Plan or an EHC plan detailing communication method that should be used to help them to make the progress they deserve</p> <p>Regularly review access to information in collaboration with parents/carers and pupil to ensure that communication methods are appropriate to need. Invite parents/carers and pupil to termly review meetings</p>	SENDCo	Autumn 2025	Staff will be fully equipped with the right strategies and equipment to support pupils with SEND and this will ensure that pupils can access all information delivered in lessons.

Accessibility Audit

Under the Equality Act 2010, it is a legal requirement for schools to provide equal opportunities for all pupils, including equal access to the physical environment, information, and the curriculum without hinderance. The school must also accommodate the needs of staff and visitors who have disabilities, both inside its buildings and on its grounds.

How to use this audit

This audit is an example of a tool used by an existing school within the Trust (St John's Catholic School & Sixth Form College) and should be adjusted to the conditions of each school.

The audit will be carried out at least once every **3** years. It comprises three sections: **access to the curriculum**, **access to the physical environment**, and **access to information**. Guidance notes are attached at the end of the audit to help prompt enquiry. Actions should be collated into broad issues for carry over to the Accessibility Plan.

An audit for all types of disability

While conducting this audit, schools should consider all kinds of disabilities or impairments, which may include:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Auditory disability** – this includes those with hearing impairments and sensitivities, so induction loops, visual signals and acoustics should be considered.
- **Comprehension** – this includes hidden disabilities such as autism and dyslexia. Considerations should also be made for pupils with English as an additional language (EAL).

Name of school	Date of audit
Carmel College	June 2025

Audit completed by	Role
Melanie Kane	Principal

ACCESS AUDIT

Feature <i>For example:</i>	Description / Comments	Actions to be taken	Person(s) responsible	Date to complete actions by
Access to the curriculum – See guidance note 1				

All pupils can access the curriculum on an equal basis with their peers	<p>Good practice</p> <p>Our college offers an adapted curriculum for all pupils</p> <p>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 SEND</p> <p>Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils</p>		Principal, Vice Principal for Teaching and Learning. Curriculum Leaders, Teachers, Teaching Assistants SENDCo, AVP for Learning Support	On-going
All pupils can access the curriculum on an equal basis with their peers	<p>Potential Issues</p> <p>Staff members do not know whether the curriculum is accessible</p>	<p>Audit of the curriculum</p> <p>Further develop the use of pupil and parent/carer voice to inform development of the curriculum so that it is accessible</p>	Principal, Teachers, Assistant Vice Principal for Learning Support SENDCo	Autumn 2025
All pupils can access the curriculum on an equal basis with their peers	Staff members do not have the skills to support pupils with SEND	<p>Training for teachers on inclusion – following the Inclusion Charter focussing on presence, engagement, achievement and belonging</p> <p>INSET provided to staff members especially for Cognition and Learning and Communication and Interaction as these are the largest areas of need within</p>	Principal, External advisors, SENDCo, AVP for Learning Support. Teachers, Teaching Assistants	Autumn 2025 and on-going

		<p>college. INSET also offered for Social, Emotional and Mental Health needs as this is a growing area of need</p> <p>Training for teachers on adaptive teaching through the EEFs 5 a day – explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology e.g. Ai, within the curriculum</p> <p>Continual training for teachers to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Specialist training for member of the SEND team to enhance departmental and college expertise on up-to-date strategies to be used across a range of disabilities relating to SEMH (Social, Mental and Emotional Health) and Communication and Interaction</p> <p>Staff trained to meet individual medical needs of pupils where applicable</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p>		
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All pupils can access the curriculum on an equal basis with their peers	Pupils with SEND cannot access the curriculum	<p>Screen Year 7 pupils' cognitive ability to inform identification and support strategies, including access arrangements for assessments</p> <p>Screen Year 7 pupils' reading ability to identify literacy difficulties, then address significant difficulties through a literacy intervention programme delivered by trained specialist support staff</p> <p>Screen Y7 pupils' numeracy ability to identify difficulties in numeracy, then address significant difficulties through a numeracy intervention programme delivered by trained specialist support staff</p> <p>Train new support staff to deliver intervention schemes such as Read Write Inc Fresh Start, Access Literacy, numeracy intervention</p> <p>Assess identified Year 9 pupils for exam access arrangements</p> <p>Weekly learning support meetings to take place to assess and address pupil needs</p> <p>Termly learning support meetings to take place to assess and address pupil needs (after assessment data drops)</p>	Principal, Curriculum Leader for Maths who administers CATS testing, AVP for Learning Support, SENDCo, Teachers, Teaching Assistants	<p>Autumn 2025 Year 7 screening</p> <p>Summer 2026 Year 9 EAA assessment</p> <p>On-going</p>
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		<p>Enhance the provision of specialist technology equipment such as computers, laptops, tablets, voice recorders and specialist programmes e.g., Read Write Gold, etc. provided for pupils with SEND</p> <p>Train staff in the use of Ai to support the pupils with SEND to allow them to access the curriculum</p> <p>Adjustable height chairs, stools and specialist equipment will be available for pupils with disabilities</p> <p>Curriculum further adapted to suite the needs of all learners. This should include accessibility of equipment and activity, especially for those pupils with a vision impairment, hearing impairment or ambulatory difficulties</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity, especially for those pupils with a vision impairment, hearing impairment or ambulatory difficulties</p> <p>Music curriculum adapted to suit the needs of all learners. This should include accessibility of equipment and activity, especially</p>		
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		for those pupils with a vision impairment, hearing impairment or ambulatory difficulties		
All pupils can access the curriculum on an equal basis with their peers	College trips do not consider the needs of pupils with SEND	Needs of pupils with SEND, especially those pupils with a vision impairment, hearing impairment or ambulatory difficulties, are incorporated into the planning process including the necessary supervision and training for pupils with SEND and medical needs	Curriculum Leaders Teachers, SENDCO, AVP for Learning Support,	
Access to the physical environment – See guidance note 2				
All pupils can access the college building on an equal basis with their peers	Good practice The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Lifts • Doors • Corridor width, accessible parking bays • Accessibility toilets and changing facilities • High visibility strips to mark stairs, handrails, and vertical support post 			On-going
All pupils can access the college building on an equal basis with their peers	Potential Issues Management does not know if the college's physical environment is accessible	Audit of physical environment. An assessment to be conducted annually and for maintenance	Building surveyors	Autumn 2025

		work to be completed as identified		
All pupils can access the college building on an equal basis with their peers	Learning environment of pupils with ambulatory disabilities is not accessible	<p>Areas of college were built in 2014 with all areas accessible for wheelchair access</p> <p>All stools to have rubber stoppers on feet to reduce noise</p> <p>We are in the process of planning for better independent physical access of the site. Currently we are exploring numerous options for adjustments to some doors to ensure everyone in the community can flow comfortable around key areas of the site</p>	SBM/building contractors	Autumn 2026
All pupils can access the college building on an equal basis with their peers	Learning environment of pupils with visual impairments is not accessible	<p>Incorporate appropriate colour schemes when refurbishing and install window blinds</p> <p>To continually maintain yellow/ fluorescent warning strips on vertical posts, steps, and handrails, to support students with visual impairment.</p>	SBM	On-going
All pupils can access the college building on an equal basis with their peers	Learning environment of pupils with hearing impairments is not accessible	<p>Emergency systems to have visual alarms for hearing impaired students</p> <p>Investigation and research needed to provide hearing impaired pupils with an alert device which will alert them of an</p>	SBM	Autumn 2025

		alarm, e.g., fire alarm, direct to the pupil when they are without an adult or fellow pupil to alert them of alarm. This will also increase independence		
All pupils can access the college building on an equal basis with their peers	Improve and maintain access to the physical environment	<p>Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased</p> <p>Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons</p> <p>Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room</p> <p>Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms</p>	SBM, Primary Transition Lead, SENDCo	Summer term 2025 Autumn Term 2025
All pupils can access the college building on an equal basis with their peers	Pupils with physical disabilities cannot evacuate the college buildings	<p>Develop Personal Emergency Evacuation Plans (PEEPs) for specific pupils</p> <p>Support staff informed of which pupils they are responsible for in an emergency situation</p> <p>PEEPs are stored with emergency evacuation register held by the</p>	SENDCo	

		SENDCo and brought to the evacuation point		
All pupils can access the college building on an equal basis with their peers	Toilets are not accessible	Handrails installed and accessible toilets are provided on all floors in all areas of the building	SBM	On-going
All pupils can access the college building on an equal basis with their peers	Pupils with SEND may not feel included	To encourage positive attitudes through developing positive visual images and visible role models Visual displays for diversity including student achievement Planning for participation in activities with regards to inclusion and health and safety e.g., work experience, college visits, college events	SENDCo	Autumn 2025 and on-going
Number of storeys	The college is built upon a range of levels and has varying corridor widths	Bespoke arrangements are made to ensure that pupils with a disability are able to access the lifts in the buildings and ramps. Extra time is given to pupils who need additional support to move around the building	Leadership	On-going
Corridors, Aisles & Doors	All corridors are suitable in size to accommodate wheelchair access. The Site team are proactive in ensuring that corridors remain clear of obstructions.	Site Team and day cleaner to maintain site checks to ensure that all areas are always clear of obstruction and spillages All heavy doors around the building are replaced with lighter	Site Team Day Cleaner Staff on duty SBM	On-going

		doors so that pupils with ambulatory difficulties can enter access the college buildings independently		
Lifts	The college has lifts in pupil reception, science, and technology blocks; platform lift between upper and lower dining halls. The lift in pupil reception allows access to all floors in this building and to the bridge leading to the upper floor in the De La Salle block. A further lift in the LRC gives access to the upper level in the LRC and Sixth Form classrooms and study area.	Continue with regular maintenance checks through SLA arrangements.	Finance and Operations Manager Site Team External Support	See Maintenance and service records
Car Parks and College Grounds bays	On-site car parking for staff and visitors includes dedicated disabled parking bays in front of Pupil Reception and in the Visitor carpark	Monitor disabled bays and ensure that they are used for their intended purpose.	Leadership Site Team	On-going
Entrances and Reception	Entrances to the college are either flat or ramped and have wide doors.	Maintain entrances to the college are in safe, smooth, and accessible	Site Team	In preparation for new year and reviewed as necessary
External Ramps and Steps	The main entrance to the college is level	Checks to continue Ramp outside the entrance to the Sixth form common room building to be improved so that it is flat or ramped	Finance & Operations Manager	
Toilets	The college has accessible toilets sited at various points throughout the college and Sports Facilities.	Maintain cleanliness of the facilities	Cleaners Site Team	Ongoing

Internal signage	The college has internal directional signage identifying key areas as well as indicating the flow of movement	Signage to be internally prepared and ready for new systems and strategies regarding the physical environment	Leadership	Ongoing monitoring of all access in and around school
Means of escape	The college has internal emergency signage and escape routes are clearly marked. Emergency signage and escape routes have been updated as part of our fire safety and door replacement project Evac chairs are located in several areas around the school building to assist in the emergency evacuation of pupils with ambulatory disabilities	Checks and monitoring to continue. Training for staff in the use of the Evac Chair and named key people responsible for the evacuation of each student requiring an Evac chair Timetable of pupils who require an Evac chair to be carried by Key person at all times	Site Team Finance & Operations Manager SENDCo	On-going
Emergency lighting (Internal and external)	The college has internal and external emergency lighting to provide clear and well-lit access	Checks and monitoring to continue.	Site Team Finance & Operations Manager	On-going
Access to information – see guidance note 3				
All pupils can access information on an equal basis with their peers	Good practice Our college uses a range of communication methods to ensure information is accessible. This includes: · Internal signage · Large print resources · Induction loops · Sound field systems · Pictorial or symbolic representations			

All pupils can access information on an equal basis with their peers	Potential Issues Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures and pupil and parent/carer voice included in the audit	SENDCo, ICT Manager	
All pupils can access information on an equal basis with their peers	College does not know how to make written information accessible	College seeks advice from external advisors	SENDCo	
All pupils can access information on an equal basis with their peers	Written information is not accessible to pupils with SEND, including those with visual impairments or EAL	Provide written information in alternative formats, including online information Pictorial or symbolic representation for pupils with Cognition and Learning needs Incorporation of appropriate colour schemes especially on worksheets or by using coloured overlays Written information is printed on A3 paper using extra-large font for visual impairment	SENDCo, ICT Manager	
All pupils can access information on an equal basis with their peers	Verbal information is not accessible to pupils with SEND, including those with hearing impairments or EAL	Provide verbal information in alternative formats All sound field systems to be serviced and operational All Curriculum areas, including the hall, to be adequately covered with hearing loop system	SENDCO, ICT Manager	

All pupils can access information on an equal basis with their peers	College website is not accessible to children with SEND	Audit of website to ensure that there is ease of access to the information and that the language used is accessible for pupils and parents/carers	ICT Manager	
All pupils can access information on an equal basis with their peers	Signage is not suitable for pupils with an extremely low reading age or EAL pupils	Ensure signage is suitable for non-readers and EAL pupils and is clear and well situated	SBM	
All pupils can access information on an equal basis with their peers	Staff members do not know and use the communication methods that are suitable for pupils with SEND	All pupils will have information documents e.g., Pen Portrait, One Plan Learner Profile, SEND Support Plan or EHCP detailing communication methods that should be used to help them to make the progress they deserve Regularly review access to information in collaboration with parents/carers and pupil to ensure that communication methods are appropriate to need. Invite parents/carers and pupil to termly access meetings	SENDCo	

Guidance Note 1 – Access to the curriculum

1. How does the school enable all pupils to have access to the full curriculum without hinderance including PE, drama, and music?
2. How do staff adapt lesson plans so that all pupils can participate and reach their full potential?
3. How does the school ensure that all pupils have access to extracurricular activities and are able to participate in school trips?

Guidance Note 2 – Access to the physical environment

1. How has the school made sure that access routes, entrances (including reception), doors and corridors are wide enough for wheelchair users and those with ambulatory difficulties to have room for manoeuvre? Are ramps and power assisted doors used where appropriate?
2. Are accessible toilet and changing facilities available for people with disabilities?
3. How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls, classrooms, staff rooms and offices and to have adequate room to manoeuvre?
4. How has the school made sure that floors and lighting are suitable, and that tactile signs are used for those who are visually impaired or who have physical disabilities?
5. How does the school make sure pupils with hearing impairments are notified when the school bell rings and are induction loops and couplers provided?
6. Are means of escape fully accessible including from upper floors and is the fire alarm visual as well as audible including inside toilets.

Guidance Note 3 – Access to information

1. Are relevant areas of the school clearly signed for those with visual impairments and disabilities, such as autism or dyslexia?
2. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils who may have difficulty with standard forms of printed information?
3. Do you have the facilities, such as ICT, to produce written information in different formats?
4. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?
5. How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?