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**Accessibility Plan**

**Carmel College**

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**Aims of the Accessibility Plan**

This Plan outlines how the collegeaims 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**

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|  **Potential Issue**  | **Action to be taken**  | **Lead**  | **When** | **Outcome** |
| Staff members do not know whether the curriculum is accessible  | Audit of the curriculum Further develop the use of pupil and parent/carer voice to inform development of the Accessibility Plan | Principal, Vice Principal for Teaching and Learning, teachers, SENDCo, AVP for Learning Support  | Autumn 2025 | Management and teaching staff are aware of the accessibility gaps in the curriculum Pupil and parent/carer views inform planning and review Any concerns arising from discussions and surveys to be addressed |
| Staff members do not have the skills to support pupils with SEND  | Training for teachers on inclusion – following the Inclusion Charter focussing on presence, engagement, achievement and belongingINSET 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 needTraining 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 Continual training for teachers to employ quality first teaching strategies in the first instance in response to individual needsSpecialist 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)Staff trained to meet individual medical needs of pupils where applicablePlan and deliver bespoke training opportunities with outside agencies when the need arises. | Principal, SENDCo, AVP for Learning Support, external advisors | Autumn 2025 and ongoing | All pupils receive inclusive educational provision which meets their individual needs and helps them achieveStaff 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 Effective strategies will be put in place to support pupils with SEND, especially Cognition and Learning, Communication, and Interaction and Social, Emotional and Mental HealthStaff members have the skills to meet the medical needs of pupilsPupils with SEND make expected or better progress. |
| Pupils with SEND cannot access the curriculum | Screen Year 7 pupils’ cognitive ability to inform identification, support strategies and assessment access arrangementsScreen Year 7 pupils reading ability to identify literacy difficulties, and address significant difficulties through a literacy intervention programme delivered by trained specialist support staffContinue to train specialist support staff to deliver intervention schemes such as Read Write Inc Fresh Start, Access Literacy, Numeracy interventions and Emotional Literacy Support Assistant TrainingAssess 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 4Termly learning support meetings to take place to assess and address pupil needsProvide laptops and other technology such as reading pens for pupils with SEND who require this adjustment Enhance the provision of specialist equipment such as computers, laptops, tablets, voice recorders and specialist programmes e.g., Read Write Gold, etc. Adjustable height chairs, stools and specialist equipment will be available for pupils with disabilitiesPE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activitiesMusic, 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 or vision impairment or ambulatory disabilities | Principal, ICT manager, SENDCo, AVP for Learning Support,Teachers,Teaching Assistants  | Autumn 2025 Year 7 and summer 2026 Year 9(Screening)Spring 2026 | 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 workingAll pupils with a significant literacy difficulty will have an intervention in place. Pupils' needs are regularly reviewed and being fully addressedPupils with SEND can access the curriculum A higher number of pupils will be able to access equipment that is available in college or able to be accessed through specialist support teamsAll pupils with SEND have the opportunity to access appropriate PE and music activitiesPupils with SEND make expected or better progress |
| 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 | Planning of school trips takes into account pupils with SEND and medical needsRisk assessments undertaken and practical arrangements made where possible to enable safe participation in eventsPupils and adults are able to access events safely. A range of opportunities will be developed through positive planning and risk assessments |

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**Planning duty 2: Physical environment**

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| **Issue**  | **Action to be taken**  | **Lead**  | **When** | **Outcome** |
| 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 work to be completed as identified | Business Manager,Building surveyors, Low Incidence Needs Team | Autumn 2025 | College is aware of accessibility barriers to its physical environment and will plan to address themSafety adjustments in place enabling safe access and mobility |
| Pupils with ambulatory disabilities cannot access college buildings | Areas of college were built in 2014 with all areas accessible for wheelchair accessWe 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 comfortably around key areas of the site. | Business Manager,SBM/building contractors | Autumn 2026 | All pupils with ambulatory disabilities can access college buildingsCollege buildings are fully accessible and adapted to the needs of pupils |
| Learning environment of pupils with visual impairments is not accessible  | Incorporate appropriate colour schemes when refurbishing and install window blindsTo continually maintain yellow/ fluorescent warning strips on vertical posts, steps, and handrails, to support students with visual impairment | SBM/building contractors | Summer 2026Autumn 2025 and ongoing | Learning environment is accessible to all pupils including pupils with a visual or hearing impairment or ambulatory disabilities All pupils with a visual impairment can successfully move around the college building independently and safely |
| Learning environment of pupils with hearing impairments is not accessible | Emergency systems to have visual alarms for hearing impaired studentsInvestigation 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 independenceAll stools to have rubber stoppers on feet to reduce noise | SBM/building contractors | Spring2026 | Visual alarms fittedAll pupils with a Hearing Impairment can access all alerts and are independentPupils with a hearing impairment can access classrooms with hard flooring |
| Improve and maintain access to the physical environment | Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessonsSubject Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each roomStaff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms | SBM, Primary Transition Lead, SENDCo | Summer 2026 | Pupils will have full access to the physical environment of the collegeAll identified pupils are seated appropriately in rooms to ensure maximum access within each room |
| Pupils with physical disabilities cannot evacuate the college buildings | Develop Personal Emergency Evacuation Plans (PEEPs) for specific pupils Support staff informed of which pupils they are responsible for in an emergency situation PEEPs are stored with emergency evacuation register held by the SENDCo and brought to the evacuation point  | SENDCo | Autumn 2025 | Identified pupils are aware of their PEEP Completed PEEPs in place for all identified pupils |
| 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  | To encourage positive attitudes through developing positive visual images and visible role models Visual displays for diversity including pupil achievement Planning for participation in activities with regards to inclusion and health and safety e.g., work experience, college visits, college events | SENDCo, AVP for Learning Support,teachers | Autumn 2025 and ongoing | Accessibility to be taken into account when planning activitiesEnhanced opportunities for pupils with SENDAchievements celebratedPositive attitudes promoted |

**Planning duty 3: Information**

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| --- | --- | --- | --- | --- |
| **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/carer 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  | Autumn2025 | Written information on the college website is accessible via the drop-down box for google languages and UserWay accessibility menu |
| 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 needsSubject teachers and support staff take account of pupils reading ages and use AI to make text accessibleProvide technology for pupils with literacy difficulties Incorporation of appropriate colour schemes especially on worksheets or by using coloured overlaysWritten information is printed on A3 paper using extra-large font for visual impairment  | SENDCo, ICT manager,teachers  | Autumn 2025 and ongoing | Pupils, including those with visual impairments, literacy difficulties or EAL, have access to written information in a format that meets their needsPupils and parent/carers can access relevant information online and at home using IT accessibility as required |
| Verbal information is not accessible to pupils with SEND, including those with hearing impairments or EAL | Provide verbal information in alternative formatsAll sound field systems to be serviced and operationalAll curriculum areas, including the hall, to be adequately covered with hearing loop system | SENDCo, ICT manager | Spring 2026 | Pupils, including those with hearing impairments or EAL, have access to verbal information in a format that meets their needsPupils and parent/carers can access relevant information online and at home using IT accessibility as required |
| 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 | 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 deserveRegularly 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 | 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. |

**Appendix 1**

**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).

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| **Audit completed by** | **Role** |
| Melanie Kane | Principal |

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| --- | --- |
| **Name of school** | **Date of audit** |
| Carmel College | June 2025 |

**ACCESS AUDIT**

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| --- | --- | --- | --- | --- |
| **Feature*****For example:*** | **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 | **Good practice**Our college offers an adapted curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculumCurriculum progress is tracked for all pupils, including those with a SEND 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 |  | Principal,Vice Principal for Teaching and Learning.Curriculum Leaders,Teachers,Teaching AssistantsSENDCo, AVP for Learning Support | On-going  |
| All pupils can access the curriculum on an equal basis with their peers | **Potential Issues**Staff members do not know whether the curriculum is accessible | Audit of the curriculum Further develop the use of pupil and parent/carer voice to inform development of the curriculum so that it is accessible | Principal,Teachers,Assistant Vice Principal for Learning SupportSENDCo | 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 | Training for teachers on inclusion – following the Inclusion Charter focussing on presence, engagement, achievement and belongingINSET 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 needTraining 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 Continual training for teachers to employ quality first teaching strategies in the first instance in response to individual needsSpecialist 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 InteractionStaff trained to meet individual medical needs of pupils where applicablePlan and deliver bespoke training opportunities with outside agencies when the need arises | Principal,External advisors,SENDCo, AVP for Learning Support. Teachers,Teaching Assistants | Autumn 2025 and on-going |
| All pupils can access the curriculum on an equal basis with their peers | Pupils with SEND cannot access the curriculum | Screen Year 7 pupils’ cognitive ability to inform identification and support strategies, including access arrangements for assessments Screen Year 7 pupils’ reading ability to identify literacy difficulties, then address significant difficulties through a literacy intervention programme delivered by trained specialist support staffScreen Y7 pupils’ numeracy ability to identify difficulties in numeracy, then address significant difficulties through a numeracy intervention programme delivered by trained specialist support staffTrain new support staff to deliver intervention schemes such as Read Write Inc Fresh Start, Access Literacy, numeracy interventionAssess identified Year 9 pupils for exam access arrangementsWeekly learning support meetings to take place to assess and address pupil needsTermly learning support meetings to take place to assess and address pupil needs (after assessment data drops)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 Train staff in the use of Ai to support the pupils with SEND to allow them to access the curriculumAdjustable height chairs, stools and specialist equipment will be available for pupils with disabilitiesCurriculum 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 difficultiesPE 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 difficultiesMusic curriculum 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 | Principal,Curriculum Leader for Maths who administers CATS testing, AVP for Learning Support,SENDCo,Teachers,Teaching Assistants | Autumn 2025 Year 7 screening Summer 2026 Year 9 EAA assessmentOn-going |
| 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 LeadersTeachers,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:  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 work to be completed as identified | Building surveyors | Autumn 2025 |
| All pupils can access the college building on an equal basis with their peers | Learning environment of pupils with ambulatory disabilities is not accessible | Areas of college were built in 2014 with all areas accessible for wheelchair accessAll stools to have rubber stoppers on feet to reduce noiseWe 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 comfortably around key areas of the site | 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 | Incorporate appropriate colour schemes when refurbishing and install window blindsTo continually maintain yellow/ fluorescent warning strips on vertical posts, steps, and handrails, to support students with visual impairment. | 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 | Emergency systems to have visual alarms for hearing impaired studentsInvestigation 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 increase independence | SBM  | Autumn 2025 |
| All pupils can access the college building on an equal basis with their peers | Improve and maintain access to the physical environment | Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessonsSubject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each roomStaff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms | SBM,Primary Transition Lead,SENDCo | Summer term 2025Autumn 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 | Develop Personal Emergency Evacuation Plans (PEEPs) for specific pupils Support staff informed of which pupils they are responsible for in an emergency situation PEEPs are stored with emergency evacuation register held by the SENDCo and brought to the evacuation point | SENDCo |  |
| 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 doors so that pupils with ambulatory difficulties can enter access the college buildings independently | Site Team  Day Cleaner Staff on duty SBM | On-going  |
|   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 continueRamp 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 chairTimetable 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 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 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 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 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 informationPictorial or symbolic representation for pupils with Cognition and Learning needsIncorporation of appropriate colour schemes especially on worksheets or by using coloured overlaysWritten information is printed on A3 paper using extra-large font for visual impairment  | SENDCo,ICT Manager |  |
| All pupils can access information 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 formatsAll sound field systems to be serviced and operationalAll Curriculum areas, including the hall, to be adequately covered with hearing loop system | SENDCO,ICT Manager |  |
| All pupils can access information 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 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 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 deserveRegularly 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?