



**Bishop  
Hogarth**

Catholic Education Trust

# **Accessibility Plan**

## **Carmel College**

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## **Aims of the Accessibility Plan**

This Plan outlines how the School 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 school 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 School 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 School 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 School 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 School will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school 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

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, teachers, SENDCO	Spring 2022	<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>INSET provided to staff members especially for Cognition and Learning as this is the largest area of need within college</p> <p>Training for teachers on differentiating, scaffolding, and dual coding 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 SEND staff to enhance departmental and college expertise on up-to-date strategies to be used across a range of disabilities</p>	Principal, external advisors, SENDCO	Spring 2022	<p>Staff members have the skills to support pupils with SEND</p> <p>There will be a more coordinated provision between the pastoral system and the SEN department meeting the needs of pupils with a SEMH need</p> <p>Effective strategies will be put in place to support pupils with SEND, especially Cognition and Learning and SEMH (Social, Emotional and Mental Health)</p> <p>Staff members have the skills to meet the medical needs of pupils</p> <p>Pupils with SEND make expected or better progress.</p>

	<p>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>			
<p>Pupils with SEND cannot access the curriculum</p>	<p>Screen Year 7 pupils' cognitive ability to inform identification and support strategies including assessment for exam access arrangements</p> <p>Screen Year 7 pupils reading ability to identify literacy difficulties, and significant difficulties will be addressed through a literacy intervention programme by trained specialist support staff.</p> <p>Assess identified Year 9 pupils for exam access arrangements</p> <p>Train specialist support staff to deliver the intervention scheme such as Read Write Inc Fresh Start, Access Literacy</p> <p>Termly learning support meetings to take place to assess and address pupil needs</p>	<p>Principal, ICT manager, SENDCO</p>	<p>Autumn 2022 yr 7 and summer 2022 yr 9</p>	<p>Pupils requiring additional support are identified and supported. Exam Access Arrangements are put in place and into practice to support pupils with SEND</p> <p>All pupils with a significant literacy difficulty will have an intervention in place.</p> <p>Pupils needs reviewed and being fully addressed</p> <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 school or able to be accessed through specialist support teams.</p>

	<p>Provide laptops and other adjustments such as reading pens for pupils with SEND</p> <p>Enhance the provision of specialist equipment such as computers, laptops, tablets, voice recorders, specialist programmes e.g., Read Write Gold, Clicker 8 etc.</p> <p>Adjustable height chairs 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 activity</p> <p>Music curriculum adapted to suite the needs of all learners. This should include accessibility of equipment and activity, especially for those pupils with a hearing impairment</p>			<p>All pupils with SEND have the opportunity to access appropriate PE activities</p> <p>Pupils with SEND make expected or better progress.</p>
<p>College trips do not take into account pupils with SEND</p>	<p>Needs of pupils with SEND are incorporated into the planning process including the necessary supervision and training for pupils with SEND and medical needs</p>	<p>Teachers, SENDCO</p>	<p>Spring 2022</p>	<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>

				Pupils 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

Issue	Action to be taken	Lead	When	Outcome
Management does not know if the school'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>	Building surveyors	Autumn 2022	<p>College is aware of accessibility barriers to its physical environment and will make a plan to address them</p> <p>Safety adjustments in place enabling safe access and mobility.</p>
Pupils with physical disabilities cannot access college buildings	<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>	SBM/building contractors	Autumn 2022	College buildings are fully accessible and adapted to the needs of pupils

<p>Learning environment of pupils with visual impairments is not accessible</p>	<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>	<p>SBM</p>	<p>Summer 2022</p>	<p>Learning environment is accessible to pupils with visual impairments</p> <p>All pupils with visual impairments are able to navigate successfully around college safely.</p>
<p>Learning environment of pupils with hearing impairments is not accessible</p>	<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>SBM</p>	<p>Autumn 2023</p>	<p>Visual alarms fitted</p> <p>All pupils with a HI are able to access all alerts and can become independent</p>
<p>Improve and maintain access to the physical environment</p>	<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>SBM, Primary Transition Lead, SENDCO</p>	<p>Summer 2022</p>	<p>Pupils will have full access to the physical environment of the college</p> <p>All identified students are seated</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>			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 2022	<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 2022	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 student 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	Autumn 2022	<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/carer voice included in the audit	SENDCO, ICT manager	Autumn 2022	College is aware of accessibility gaps to its information delivery procedures
College does not know how to make written information accessible	College seeks advice from external advisors	SENDCO	Autumn 2022	College is aware of local services for converting written information into alternative formats

<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>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</p>	<p>Autumn 2022</p>	<p>Pupils, including those with visual impairments 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>Summer 2022</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>
<p>College website is not accessible to children with SEND</p>	<p>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</p>	<p>ICT manager</p>	<p>Autumn 2022</p>	<p>Website is fully accessible</p>

<p>Signage is not suitable for pupils with an extremely low reading age or EAL pupils</p>	<p>Ensure signage is suitable for non-readers and EAL pupils, is clear and well situated</p>	<p>SBM</p>	<p>Autumn 2022</p>	<p>Pupils are able to navigate the school regardless of any SEND or language</p>
<p>Staff members do not know and use the communication methods that are suitable for pupils with SEND</p>	<p>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.</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 access meetings</p>	<p>SENDCO</p>	<p>Summer 2022</p>	<p>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.</p>

### 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 **Lead** 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
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Audit completed by	Role
Melanie Kane	Principal

Carmel College	June 2022
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**ACCESS AUDIT**

<b>Feature</b> <i>For example:</i>	<b>Description / Comments</b>	<b>Actions to be taken</b>	<b>Person(s) responsible</b>	<b>Date to complete actions by</b>
<b>Access to the curriculum – See guidance note 1</b>				
All pupils can access the curriculum on an equal basis with their peers	<p><b>Good practice</b></p> <p>Our college offers a differentiated 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</p>		Principal, Teachers, SENDCO	On-going

	reviewed to ensure it meets the needs of all pupils			
All pupils can access the curriculum on an equal basis with their peers	<b>Issues</b> 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, Teachers, SENDCO	Spring 2022
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	INSET provided to staff members especially for Cognition and Learning as this is the largest area of need within college  Training for teachers on differentiating, scaffolding, and dual coding within the curriculum  Continual training for teachers to employ quality first teaching strategies in the first instance in response to individual needs.  Specialist training for SEND staff 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 applicable.  Plan and deliver bespoke training opportunities with outside	Principal, External advisors, SENDCO	Spring 2022



		agencies when the need arises.		
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 assessment for exam access arrangements</p> <p>Screen Year 7 pupils reading ability to identify literacy difficulties, and significant difficulties will be addressed through a literacy intervention programme by trained specialist support staff.</p> <p>Assess identified Year 9 pupils for exam access arrangements</p> <p>Train specialist support staff to deliver the intervention scheme such as Read Write Inc Fresh Start, Access Literacy</p> <p>Termly learning support meetings to take place to assess and address pupil needs</p> <p>Provide laptops and other adjustments such as reading pens for pupils with SEND</p> <p>Enhance the provision of specialist equipment such as computers, laptops, tablets, voice recorders, specialist programmes e.g., Read Write Gold, Clicker 8</p>	Principal, ICT manager, SENDCO	Autumn 2022 yr 7 Summer 2022 yr 9

		<p>etc.</p> <p>Adjustable height chairs 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 activity</p> <p>Music curriculum adapted to suite the needs of all learners. This should include accessibility of equipment and activity, especially for those pupils with a hearing impairment</p>		
All pupils can access the curriculum on an equal basis with their peers	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	Spring 2022
<b>Access to the physical environment – See guidance note 2</b>				
All pupils can access the college building on an equal basis with their peers	<p><b>Good practice</b></p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift</li> <li>• Corridor width Accessible parking bays</li> <li>• Accessibility toilets and changing facilities</li> </ul>			On-going

	<ul style="list-style-type: none"> <li>• Stair lifts</li> <li>• High visibility strips to mark stairs, handrails, and vertical support post</li> </ul>			
All pupils can access the college building on an equal basis with their peers	<b>Issues</b> Management does not know if the school'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 2022
All pupils can access the college building on an equal basis with their peers	Pupils with physical disabilities cannot access college buildings	Areas of college were built in 2014 with all areas accessible for wheelchair access  All stools to have rubber stoppers on feet to reduce noise	SBM/building contractors	Autumn 2022
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 blinds  To continually maintain yellow/fluorescent warning strips on vertical posts, steps, and handrails, to support students with visual impairment.	SBM	Summer 2022
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 students  Investigation and research	SBM	Autumn 2023

		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		
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 2022
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</p>	SENDCO	Autumn 2022

		evacuation register held by the 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	Autumn 2022
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 2022
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.	Site Team Day Cleaner Staff on duty	On-going
	The college has lifts in pupil	Continue with regular	Finance & Operations Manager	See Maintenance and service

Lifts	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.	maintenance checks through SLA arrangements.	Site Team  External Support	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 & 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 & 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	Summer 2022
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
	The college has internal directional	Review internal signage in light of	Leadership	Ongoing monitoring of all access

Internal signage	signage identifying key areas as well as indicating the flow of movement.	changes implemented pre and post COVID restrictions. Signage to be internally prepared and ready for new systems and strategies regarding the physical environment.		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 new internal and external emergency lighting (2020-21) to provide clear and well-lit access.	Checks and monitoring to continue.	Site Team Finance & Operations Manager	On-going
<b>Access to information – see guidance note 3</b>				
All pupils can access information on an equal basis with their peers	<b>Good practice</b> Our college uses a range of communication methods to ensure information is accessible. This includes:			

	<ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Sound field systems</li> <li>• Pictorial or symbolic representations</li> </ul>			
All pupils can access information an equal basis with their peers	<p><b>Issues</b></p> <p>Management staff do not know whether school information is accessible or not</p>	Audit of information and delivery procedures and pupil and parent/carer voice included in the audit	SENDCO, ICT Manager	Autumn 2022
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	Autumn 2022
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	<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>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>	SENDCO, ICT Manager	Autumn 2022
All pupils can access information an equal basis with their peers	Verbal information is not accessible to pupils with SEND, including those with hearing	Provide verbal information in alternative formats	SENDCO, ICT Manager	Summer 2022



	impairments or EAL	All sound field systems to be serviced and operational  All Curriculum areas, including the hall, to be adequately covered with hearing loop system		
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	Autumn 2022
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, is clear and well situated	SBM	Autumn 2022
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 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	Summer 2022

### **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 & 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?

