



ACCESSIBILITY PLAN

SHUTTLEWORTH COLLEGE

Date of next revision :
Reviewed and monitored by:
Approved by :

September 2023
Sally Sagar
Awaiting Ratification

1. The aim of the Plan

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and The Special Needs and Disability Act 2001. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Shuttleworth College.

1.1 Linked Documents

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Policy
- Health & Safety Policy
- Special Educational Needs Policy
- School Behaviour Policy
- School Improvement Plan

1.2 Definition of Disability (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

**A significant number of pupils are therefore included in the definition.
Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan is structured to complement and support the school’s Equality aims and values. We are committed to ensure that equality of opportunity is available to all members of the community. For the college this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for

different groups of students, whilst celebrating and valuing the achievements and strengths of all members of our college.

2.0 The Curriculum

2.1 Current measures in place to allow equality in opportunity to access the curriculum

- A supportive pastoral system which encourages and supports all students, when appropriate bespoke support is strategically planned through either a Student Support Plan, Personalised Provision Plan or Individual Health Care Plan
- A positive learning ethos and growth mindset is developed through the school's values and embedded with a nurturing whole school environment
- The use of outside agencies, such as 'Freeflow counselling', 'Burnley FC in the community', 'The Nurture Group' and 'SEND' services to support targeted pupils in the development of confidence and self-esteem
- Comprehensive transition package beginning in Year 5 to ensure staff are well informed of all needs prior to starting with us, including attending TAFs and Annual reviews of student in Year 6 that are identified as coming to us in the future
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Ensuring the effective use of TAs both within and beyond the classroom
- The effective implementation of Student Support Plans, Personalised Provision Plans and Individual Health Care Plans to promote strategies that work for students whole school
- Ensuring that Access Arrangements are made for external examinations (extra time/ reader/rest breaks/scribe/laptops etc.) to support normal ways of working
- Lexia and Read to Achieve intervention for identified students to develop foundation literacy skills, ensuring all students are able to access and progress across the curriculum
- Nurture intervention for identified students for social and emotional development, ensuring all students are equipped to develop strong working relationships with peers and staff
- Strategic annual review of our KS4 curriculum to ensure a cohort determined mix of courses, including appropriate vocational qualifications
- The creation of annually reviewed Option Pathways / career guidance to ensure students select appropriate KS4 courses
- Alternative internal provision, Reflection and The Hub, to provide a safe space for those struggling to engage with their studies to thrive
- Provision of SEND specific training for TAs and teaching staff
- The use of a range of teaching methods and styles to facilitate access for all students – e.g. appropriate and consistent use of language, targeted questioning, adaptive teaching

3.0 Physical Access

3.1 Current measures in place to allow equality in opportunity of physical access

- The buildings are spread over three floors and all parts of the building are accessible and by way of a lift is available for those with physical needs and also used by staff. There are five

stair cases and there is a one-way system on the main stair cases at congested times. At busy times, prefects and staff supervise the circulation and movement of student

- There are five designated accessible parking spaces close to the front entrance and easy access to the front of the building by emergency vehicles
- The auditory environment was designed specifically to include a loop system
- Classrooms are carpeted and have window blinds. Some classroom windows are fitted with specialist film to remove UV glare
- There is one pupil, and two staff toilets with disabled access and a medical room with hand washing facilities, a chair, and lockable storage area
- The College has a shower and change facility found on the ground floor which is accessible for students
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary
- The College has some height adjustable tables and adjustable height chairs. In the Food Technology area there is a height adjustable workstation and low level sink
- There are some adjustable benches in the science labs which also have flexible furniture.
- The College has equipment such as an emergency wheelchair, a sling for emergency exits, some PE equipment, visualisers and personal items as required
- Personal Evacuation Plans in place where appropriate

4.0 Written Access

4.1 Current measures in place to allow equality in opportunity of written access

- All key documents are available on our website and as paper copies by request
- Information regarding school events and specific pupils is regularly communicated home via post, text messaging system and on the website
- Translators and interpreters are permitted at parents' evenings and meetings if required
- Private rooms are available for parents' evenings when required
- Facilities are available to enlarge and modify resources used by VI pupils
- Liaison with VI and HI specialist from LA for resources

5.0 Key priorities moving forward:

- To continue to strive for excellence in supporting students within SEND in the classroom by providing information to subject teachers that supports the effective teaching and learning
- Build TA specialist knowledge within the team with regards to specific learning needs and disabilities
- To continue to build the curriculum within the foundation groups to allow students to gain key knowledge and skills to access the secondary national curriculum