

## **Soar Valley College Accessibility Plan**

The Soar Valley College Accessibility Plan will be reported upon annually in respect of progress and outcomes.

The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Soar Valley College is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Soar Valley College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers

improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. Dyslexia friendly fonts are used in written communications.

The Soar Valley College Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Behaviour and Safety Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Targets	Action Required	Outcome	Timeframe
All staff to have awareness raised regarding disability issues and to be aware of their specific duty	Information shared via Powerpoint and information sheet	Staff aware of their duties	August training days 2017
To be able to meet the needs of a blind student	Specialist TA's to be trained by the VI team All staff to be aware of how to meet needs	Student is able to follow full curriculum with no barriers to learning	Ready for new academic year
Whole school to be prepared for students with physical disabilities who use electric wheelchairs	Specialist training to be given to TA's who will provide support  External agencies used to support  Visits to Ashfield Special School  Handling and moving training to be completed. Feeding training to be completed.	Physical environment accommodates needs successfully.  Students have access to full curriculum.	Information shared in a staff meeting
Awareness raised of needs of students with ASD / ADHD	Information and strategies shared.	Staff equipped to meet needs and employ recommended strategies.	To be part of training on August teacher days
Handbook for staff – "A guide to SEND at Soar Valley" to be used as a reference book. and updated for all staff.	Document to be revised and awareness raised Strategies given for classroom practice to cover a range of disabilities. Access LEA training courses	Teaching staff have up to date knowledge of SEND policies and strategies.	To be revisited in teaching and learning briefing.

<p>Specialist training for SEN teaching and classroom assistants to add to department and school expertise on up-to-date strategies to be used across range of abilities.</p>	<p>and identify any other relevant training needs for SEND staff. Staff to disseminate good practice to current and all new staff joining the school.</p>		
<p>Up-dating of policy for students with medical needs, including development of specific medical/learning plans where appropriate.</p>	<p>School Nurse to help develop Medical Plans using DfES recommended format.</p>	<p>Policy for students with medical needs updated. Regular meetings between school nurse and relevant staff to liaise and up-date plans.</p>	<p>To be started by the start of the next academic year</p>
<p>All students made aware of disability issues.</p>	<p>Through assemblies, learning to learn lessons, newsletter, leaflets and Website</p>	<p>All students aware of range of disabilities and current accessibility arrangements, as well as future plans.</p>	<p>To be planned as part of assembly rota and in individual tutor groups</p>