 HOLYPORT COLLEGE	Accessibility Plan	
	Effective Date: June 2024	Version No: v1.0


Title	ACCESSIBILITY PLAN
Person responsible for policy formulation, implementation, maintenance and evaluation	Assistant Head Curriculum Support
Persons consulted	Senior Leadership Team Site Manager GWC FGB
Adopted by Governors on	tbc
Date of future review	June 2027

REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed by	Date
v1.0	June 2024	New standalone policy. Previously incorporated into the College's Equality policy	FGB	

POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to a periodic review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such changes to be necessary or appropriate.

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AIMS

The College is committed to providing a school environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Schools are required under paragraph 3 of schedule 10 of the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which pupils with disabilities can participate in the College curriculum by ensuring that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs
2. Improve the physical environment of the College, such as ramps and handrails, as well as physical aids, to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities
4. Provide training to all staff regarding the needs to disabled students in order to enable them to enjoy the College experience as fully as possible
5. Eliminate discrimination, harassment and victimisation and foster good relations between different groups

The College aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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The plan will be made available online on the school website, and paper copies are available upon request.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).


The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Participation in the College curriculum:

- The [College SEND policy](#) ensures that staff identify, assess and arrange suitable provision for students with disabilities and special educational needs. The Assistant Head Curriculum Support manages the Statutory Assessment processes and ensures additional resources are available where appropriate
- The Curriculum Support department provides additional support for students, and supports teachers in implementing strategies for improving access to learning. The pastoral House teams provide additional support in implementing strategies for improving student's behaviour

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- The College works closely with specialist services including:
 - Sensory Consortium
 - SHINE (Autism) outreach service
 - School nursing service, including diabetes nurses
 - Occupational therapists
 - RBWM Children and Young Persons Disability Service
 - Speech and Language therapist
 - Dyslexia specialist teacher

MONITORING ARRANGEMENTS

This policy will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Head Curriculum Support. It will be approved by the 'General Welfare Committee' (GWC) and Full Governing Body (FGB)


LINKS WITH OTHER POLICIES AND RELEVANT DOCUMENTS:

This document links to the following policies:

- College prospectus
- Promoting Positive Behaviour Policy
- SEND Policy
- Equity, Diversity and Inclusion Policy
- Supporting students with medical conditions
- Special Educational Needs (SEN) Information Report
- Health and Safety Policy
- Teaching and Learning Policy

The College works within a national framework for educational inclusion provided by:


- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- Equality Act 2010
- Code of Practice for Schools Equality and Human Rights Commission

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- Ofsted
- Boarding Schools Association
- [Accessibility within sporting facilities](#)
- [Accessibility to Historic buildings and landscapes](#)
- [Creating accessible environments for disabled people: Technology](#)
- Building Regulations - These are the [GOV.UK approved documents - guidance on meeting the building regulations](#).
- British Standards - A lot of best practice is located within British Standards, the key document regarding physical accessibility is [BS 8300-2:218](#)
- Specific guidance on designing for disabled children in special and mainstream schools - [Bulletin 102](#)

The College acknowledges that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

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ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access aim	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method; Who? How?
I. Increase access to the curriculum for pupils with a disability	1. Ensure high quality teaching through CPD (such as Developmental Language Disorder) for all to improve disabled student's access	Where need arises arrange for individual, groups of whole staff training in order to meet the needs of all students The curriculum is reviewed to meet the needs of students	Assistant Head Curriculum Support Deputy Head Teaching and Learning	Regular programme of CPD is delivered	Increased understanding of student needs meaning adjustments are made leading to increased access to the curriculum and needs of all students are met	SLT
	2. Appropriate use of specialized equipment to benefit individual students and staff	Identified specialized equipment will be purchased and used where a need is identified by Physio, Occupational Therapist or other professional	Assistant Head Curriculum Support Bursar/HR (staff only)	As appropriate	Increased access to the curriculum Needs of all students met	SLT




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	3. Develop the confidence of disabled students through pastoral work and/or curriculum support work	Where appropriate, arrange ELSA, support from CSOs, support from House Masters	Curriculum Support team House Masters	As appropriate	Increased access to the curriculum Needs of all students met	AJE/SGA
	4. Ensure students with disabilities make as good as progress as students without disabilities	Track progress for all pupils, including those with a disability Ensure targets are set effectively and are appropriate for pupils with additional needs	Deputy Head Teaching and Learning Assistant Head Data Assistant Head Curriculum Support	Reviewed at each of the College's assessment points	Students with disabilities are making as good as progress as students without disabilities	DHU
	5. Audit extra-curricular activities to ensure participation of disabled students	Complete audit at least yearly identifying needs of students and adjustments that need to be made	Co-Curricular Lead	Spring term	Disabled students undertake a broad range of activities during co-curricular	FLU. Monitoring student activity selections

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	6. Transition – ensure early sharing of information in order to make necessary adjustments	<p>Ensure staff at feeder school are asked to identify any additional needs</p> <p>Ensure attendance at Annual Review for students with an EHCP who will be making a transition to the College</p> <p>Refer to parent’s comments within Health and Wellbeing Form</p>	<p>Assistant Head Curriculum Support</p> <p>CS Administrator</p>	Easter to June prior to September start	<p>Completion of the ‘Curriculum Support Master Transition spreadsheet’</p> <p>Sharing of information amongst ELT, HM, Safeguarding team, key members of Curriculum Support team</p>	AJE
	7. All College activities/visits are planned to ensure, where reasonable, the participation of the whole range of students	Risk assessment for visits need to identify any adjustments that need to be made in order to allow all students to experience the full curriculum experience	All staff	As appropriate	Increased access to the curriculum Needs of all students met	FLU

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	8. Classrooms are organized to promote the participation and independence of all students	Ensure teachers make adjustments to classrooms in order to aid participation for instance with organization of the furniture or seating of a particular student(s)	Teachers Curriculum Support dept Site team	As appropriate to meet need	Increased access to the curriculum Needs of all students met	AJE
II. Physical improvements to increase access to education and associated services	1. Access into the College to be fully compliant	Designated accessible parking Lifts fitted where necessary are regularly maintained Clear route for disabled through the College	Site manager Bursar	On-going	The College is able to be accessed to all* *with the exception of Winton, which due to age, condition and design, is unable to install a lift to upper floors	Head
	2. Maintain safe access around the exterior of the College	Ensure pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise	Site manager	On-going	There are no reported incidents	Health and Safety Lead (Bursar)

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	3.Ensure appropriate staff receive updates on correct use of equipment	Regular training for staff on correct use of equipment by Physio and OT. Health and safety updates on Evac chair	Health and Safety lead	Yearly updates in September and as appropriate	Identified staff can use designated equipment appropriate and the needs of the students are met	Health and Safety Lead (Bursar)
	4.Provision of wheelchair accessible toilets with changing facilities	Maintain wheelchair accessible toilets on all floors in each building	Site manager	On-going	No reported difficulties	Health and Safety Lead (Bursar)
III. Improvements in the provision of information in a range of formats for disabled students	1.Consult with parents when necessary to provide information in the appropriate format	The College will make itself aware of the services available for converting written information into alternative formats	Any staff who send parental communication	As need arises	All parents are able to access information	
	2.Make available College brochures, information for parents in alternative formats when specifically requested	Review all current College publications and promote availability in different formats when requested	As above	As above	As above	As above



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	3. Improve signage to indicate access routes around school	Signs clearly indicate accessible parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception	Site manager	On-Going	All students and visitors are able to access the College	Feedback from visitors, parents and students
IV, Eliminate discrimination, harassment and victimization	1. Educate students on the use of discriminatory language in all its forms e.g. Sexist, Homophobic, Racist	Review content of PHSE sessions and use them as primary tool to educate students Obtain Student Voice Celebrate Black History Month Celebrate Nations Day – a vibrant celebration of the many cultures and backgrounds at the College	PSHE leads: Walter Boyle and Rachel Harding Student Leadership Lead: Mark Parry EDI Lead: Alex Jeffery Behaviour lead: Steve Gardner Designated Safeguarding Lead: Walter Boyle	On-going	Data analysis of racist and bullying incidents Student voice to feedback on impact Staff, Parent and Student surveys	SLT



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