Accessibility Policy and Plan

Statement of intent

Norton College is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The college is active in promoting an inclusive positive environment by ensuring that every student is give equal opportunity to develop socially, to learn, and to enjoy College life. The College continually looks for ways to improve accessibility within the College.

This policy is implemented at all times and adhered to by all staff member, student, parent/carers and visitors.

Approved by: ___Ian McCrudden_____ Date: _01/09/2020___

Chair of Directors___Edward Morris_____ Date: _01/09/2020__

Review Date: _01.09.2021___

1. Legal Framework

1.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspection Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

1.2 This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and Colleges', DFE (2014)

1.3 This policy will be used in conjunction with relevant College policies and procedures.

2. Definition

2.1 A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

2.2 The effect of the Equality Act 2010 means that Colleges cannot unlawfully discriminate against students because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

3.1 Staff members will act in accordance with the College's Accessibility Policy and Accessibility Plan at all times.

3.2 All staff members are responsible for ensuring that their actions do not discriminate against any student, parent/carer or colleague.

3.3 The Acting Head of School will ensure that staff members are aware of individual students' disabilities or medical conditions where necessary.

3.4 During a new student's induction at Norton College, the Acting Head of School will establish whether the student has any disabilities or medical conditions which the College should be aware of.

3.5 The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced

3.6 Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4.   Equal opportunities

4.1   Norton College strives to ensure that all existing and potential pupils are given the same opportunities.

4.2   Norton College is committed to developing a culture of inclusion support and awareness.

4.3   Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.   Admissions

5.1   Norton College will act in accordance with the Admissions Policy

5.2   The College will apply the same entry criteria to all pupils and potential pupils.

5.3   Norton College will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the College

6.   Curriculum to providing a healthy

6.1   Norton College is committed and environment that enables full curriculum access, which values includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

6.2   No pupil is excluded from any aspect of the College curriculum due to their disabilities or impairments.

6.3   Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

6.4   Specialist resources will be made available for pupils with visual impairments, such a large print reading books.

7. Physical environment

7.1   Norton College is committed to ensuring that all pupils, staff members, parents/ carers and visitors have equal access to areas and facilities within the College premises

7.2   There are no parts of Norton College to which pupils with disabilities have limited or no access to.

7.3   The College has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

7.4   There are provisions for nappy changing.

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7.5   Where entrances to the College are not flat, a ramp is supplied for access

7.6   Wide doors are fitted throughout the College to allow for wheelchair access

7.7   The corridor flooring and lighting is designed to support those who are visually impaired

8.   Monitoring and review when new
8.1 This policy will be reviewed on an annual basis or and disability is published legislation/ guidance concerning equality

9. Accessibility Plan
9.1.   Plan attached as Appendix A.

Appendix A- Accessibility Plan
This plan outlines the proposals of the board of Directors of Norton College to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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:

- Improve the environment of the college to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Increase the extent to which pupils with disabilities can participate in the college curriculum.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the college must have regard to the need to allocate adequate resources in the implementation of the strategy.

The board of Directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Directors
- External partners

This plan is reviewed annually to take into account the changing needs of the colleges and its pupils, and where the college has undergone a refurbishment.

Statement of Accessibility to Norton College
Norton College caters for pupils with Social, Emotional and Mental Health Issues. Many of the students also have a secondary diagnosis of Autism Spectrum Disorder, Pathological Demand Avoidance, Oppositional Defiance Disorder, Attention Deficit Hyperactivity disorder, Learning Disabilities and Anxiety issues.

The physical environment and curriculum have been specifically designed to not only break down barriers to learning but also to reduce anxiety and increase accessibility to education; both academic and social.

The Curriculum:
Norton College offer a bespoke curriculum to meet the needs of each pupil in line with their Educational Health Care plan.

This includes 1:1 tuition, on-site and off-site provision, a home tuition service (including invigilation of exams at home) and subjects tailored to not only meet need but to also engage pupils back into education.

The Physical Environment:
Norton College has looked carefully at physical barriers for their pupils and created an environment which is   positive, supportive and matched to their individual needs.

The   visual environment is low arousal including calm, consistent colour schemes and low arousal display boards in order to reduce anxiety.

The sensory environment is low arousal including no bells so as to ensure pupils can remain calm.

Information:
Norton College works closely with examination boards to ensure that all special access arrangements for taking exams are in place. The website is accessible to all the service users.

Planning duty 1: Physical Environment

Board of Directors should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the college's physical environment is accessible	Termly audit of physical environment	Directors SMT	Termly	College is aware of accessibility barriers to its physical environment and will make a plan to address them. Ramps required into catering area and exiting main building adjacent to staff toilets.	Summer 2019
Medium term	Learning environment of pupils is not accessible to all.	Incorporation of appropriate colour schemes Appropriate signage for all areas.	Directors SMT	Summer 2018	Appropriate colour scheme in place and supportive to reducing anxiety. All areas of the college will have appropriate signage.	Autumn 2019
	Toilets are not accessible	Handrails installed	Assistant Headteacher	COMPLETED	Access to toilets is increased COMPLETED – Norton College has female, male and disabled toilet facilities.	Autumn 2019
Long term	Children with physical disabilities cannot access college buildings	Construction work undertaken	Directors SMT	Summer 20	College buildings are fully accessible: Ramp to the front door (COMPLETED). Yellow lines to be added to the edge of all stairs. Two additional ramps to be installed by the middle door of college door (COMPLETED). A lift to be installed to allow all pupils access to the first floor.	Summer 2018 Summer 2019

Planning duty 2: Curriculum

Board of Directors should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Yearly audit of curriculum	Headteacher SMT	Summer 2018	Management and teaching staff are aware of the accessibility gaps in the curriculum and make adjustments to ensure all students can access the curriculum.	Summer 2019
	Staff members do not have the skills to support pupils with SEND	Induction of new staff members overseen by SMT INSET provided to staff members Training for teachers/tutors on differentiating the curriculum	Headteacher SMT	Autumn 2017 (As new staff begin)	Staff members have the skills to support children with SEND	Autumn 2019
Medium term	College trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process Risk assessment process is robust	Deputy Headteacher	Autumn 2017	Planning of college trips takes into account pupils with SEND	Autumn 2019
Long term	Pupils with SEND cannot access lessons	Bespoke curriculum offered including 1:1 teaching both on=site, off-site and at home where applicable. Annual review process ensures all students are able to access lesson.	Headteacher SMT	Autumn 2017 Annual Reviews	Pupils with SEND can access lessons	Autumn 2019 Annual Reviews

Planning duty 3: Information

Board of Directors should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether college information is accessible or not	Audit of information delivery procedures.	SMT	Spring 2018	College is aware of accessibility gaps to its information delivery procedures.	Autumn 2019
	College does not know how to make written information accessible	Regular face to face contact and phone contact with parents, carers and pupils. Introduce a system of emailing information to parents.	SMT Admin assistant	Ongoing Spring 2018	College is aware of accessibility gaps to its information delivery procedures and adapts to reduce these gaps.	Autumn 2019
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats; including enlarged scripts, overlays and coloured paper for visual dyslexia. Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SMT Examinations officer	Autumn 2017	Written information is fully accessible to children with visual impairments	Autumn 2019
Long term	College website is not accessible to children with SEND	Audit of website Website development project with external IT company to add auditory information to website.	AHT	Autumn 2017 Summer 2018	Website is fully accessible	Autumn 2019