

Norton College (Worcester) Limited

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 given 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 members, students, parent/carers and visitors.

Date policy last reviewed:	01/06/22		
Date for next review:	Every three years, however an audit annually.		
Signed by:			
RKenny	Executive Headteacher	Date:	01/06/22
JPowell	Board of Directors	Date:	01/06/22

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 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 Head of School will establish whether the student has any disabilities or medical conditions which the College should be aware of.

3.5 The Head of School is responsible for consulting with relevant and reputable experts if challenging situations regarding students 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 students 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 students who are at a substantial disadvantage and will take the appropriate steps to ensure the student 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 students and potential students.

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

6. Curriculum to providing a healthy

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

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

6.3 Sporting sessions will be adapted, wherever possible, to allow students with disabilities to participate.

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

7. Physical environment

7.1 Norton College is committed to ensuring that all students, 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 Where entrances to the College are not flat, a ramp is supplied for access

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

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

8. Accessibility Plan

8.1. Accessibility Plan

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

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

8.3 The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student. 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.

8.4 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 students
- The Head of School and other relevant members of staff
- Directors

8.5 Statement of Accessibility to Norton College

Norton College caters for students 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.

8.6 The Curriculum:

Norton College offer a bespoke curriculum to meet the needs of each student 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 students back into education.

8.7 The Physical Environment:

Norton College has looked carefully at physical barriers for their students 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 students can remain calm.

8.8 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

The Executive Headteacher should undertake an audit of the extent to which students 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 students' disabilities and the preferences of the students 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 SLT	Termly	College is aware of accessibility barriers to its physical environment and will make a plan to address them.	Autumn 2022 Spring 2023 Summer 2023
Medium term	Learning environment of pupils is not accessible to all.	Incorporation of appropriate colour schemes Appropriate signage for all areas.	Directors SLT	COMPLETED	Appropriate colour scheme in place and supportive to reducing anxiety. All areas of the college will have appropriate signage.	Autumn 2022
	Toilets are not accessible	Handrails installed	Assistant Headteacher	COMPLETED	Access to toilets is increased COMPLETED – Norton College has female, male, non-gender specific and disabled toilet facilities.	Autumn 2022
Long term	Children with physical disabilities cannot access college buildings	Construction work undertaken	Directors SLT	Summer 2022	College buildings are fully accessible: Ramp to the front door (COMPLETED). Two additional ramps to be installed by the middle door of college door (COMPLETED). Yellow lines to be added to the edge of all stairs. Consideration of a lift to be installed to allow all pupils access to the first floor.	Autumn 2022

Planning duty 2: Curriculum

Executive Headteacher should undertake an audit of the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions 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 students' disabilities and the preferences of the students 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	Head of School Asst Headteacher responsible for Curriculum	Autumn 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum and make adjustments to ensure all students can access the curriculum.	Autumn 2022
	Staff members do not have the skills to support students with SEND	Induction of new staff members overseen by SLT INSET provided to staff members Training for teachers/tutors on differentiating the curriculum	Head of School Asst Headteacher responsible for Curriculum	Autumn 2021 and as new staff begin	Staff members have the skills to support children with SEND	Autumn 2022
Medium term	College trips do not take into account students with SEND	Needs of students with SEND incorporated into planning process Risk assessment process is robust	Head of School Asst Headteacher responsible for risk assessments	Autumn 2021	Planning of college trips takes into account students with SEND	Autumn 2022
Long term	Students 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 lessons.	Head of School Asst Headteacher responsible for Curriculum Asst Headteacher responsible for annual reviews	Autumn 2021 Annual Reviews	Students with SEND can access lessons	Autumn 2022

Planning duty 3: Information

The Executive Headteacher should undertake an audit of the extent to which students with disabilities can access information on an equal basis with their peers. Short, medium and long-term actions 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 students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Senior Leadership Team do not know whether college information is accessible or not	Audit of information delivery procedures.	SLT	Autumn 2021	College is aware of accessibility gaps to its information delivery procedures.	Autumn 2022
	College does not know how to make written information accessible	Regular face to face contact and phone contact with parents, carers and students. Introduce a system of emailing information to parents.	SLT Admin assistant	Ongoing Autumn 2021	College is aware of accessibility gaps to its information delivery procedures and adapts to reduce these gaps.	Autumn 2022
Medium term	Written information is not accessible to students 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 students with visual impairments) and install window blinds	SLT Examinations officer	Autumn 2021	Written information is fully accessible to students with visual impairments	Autumn 2022
Long term	College website is not accessible to students with SEND	Audit of website Website development project with external IT company to add auditory information to website.	Head of School Asst Headteacher responsible for Website	Autumn 2021	Website is fully accessible	Autumn 2022