



Accessibility Plan

(This plan relates to the whole College including EYFS)

Responsible person:	Bursar
Last reviewed:	May 2023
Last Amended:	Full rewrite
Next review due:	May 2024

INTRODUCTION

The College is required to prepare and further a three-year written accessibility plan. This is a legal requirement. Schedule 10 to the Equality Act 2010 sets out the accessibility arrangements responsible bodies in colleges must implement for disabled pupils. For St Columba's College and Preparatory College ('the College'), this is the Governing Body as the College proprietor.

In the light of the above requirements, the objectives that this plan must cover are to:

- increase the extent to which disabled pupils can participate in the curriculum. This includes teaching and learning and a College's wider curriculum such as participation in after-College clubs and visits;
- improve a College's physical environment for disabled pupils to enable them to take advantage of education and benefits, facilities or services provided or offered. This covers improvements and physical aids to access education; and
- improve the delivery to disabled pupils of written information which is readily available to non-disabled pupils. This includes planning how to make written information accessible to disabled pupils within a reasonable time frame, for example, handouts, timetables, textbooks and information about College events.

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. Our Accessibility Plan complements and supports our Special Educational Needs and Disability policy and other relevant College policies including:

- Teaching and Learning policy
- Equal Opportunities policy
- Health and Safety policy
- Code of Conduct
- Admissions policy
- College improvement plan
- College Asset Management Plan
- Trips policy
- Examinations policy

ETHOS AND AIMS

St Columba's College ('the College') strives to be a fully inclusive and welcoming college and therefore aims to ensure that each and every pupil can participate fully in the life of the College.

DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The College's Accessibility Plan contains actions to:

increase the extent to which disabled pupils can participate in the College's curriculum:

- This strand of the planning duty will help to improve access to a full broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through college and classroom organisation and support,

especially deployment of staff, timetabling, curriculum options and staff information and training.

- The College will be expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that Colleges are planning and preparing to respond to the particular needs of individual students.

improve the College's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the College:

- This strand of the planning duty covers aids to improve the physical environment of the College and physical aids to access education. The physical environment includes features such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.
- Physical aids to access education cover facilities/resources such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled:

- This part of the duty covers planning to make information normally provided by the College in writing to its students – such as handouts, timetables, textbooks, information about college events – available to disabled students. This will include alternative formats such as audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT where appropriate. This information should also be made available within a reasonable time frame and take account of the students' disabilities and pupils' and parents' preferred formats.

St. Columba's College aims to include all pupils, including those with disabilities, in the full life of the College.

Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-College activities including all college trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the College to cater for the needs of pupils with disabilities
- raising awareness of disability amongst college staff (teaching and non-teaching) through a programme of training
- providing written information for pupils with disabilities in a form which is user friendly
- using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of disabled people

How the plan is constructed

The College has formed a Disability Policy Review Working Group with membership comprising The Bursar, The SENCO, members of the Academic Support team and the Estates Manager and may co-opt additional members whose expertise in any field would be of assistance. The Working Group's terms of reference are to:

- review annually the College's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- make recommendations with a view to improving the accessibility of the College's education for pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- carry out an audit of accessibility provision minimally every three years
- review the College's accessibility plan at least on an annual basis
- review other relevant plans and policies as necessary and at least on an annual basis

The following aspects will be considered when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing Body representation
- Physical College environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The College plans and conducts audits of our provision for pupils with special educational needs and or disabilities. Additionally, views of teaching and non-teaching staff, governors, parents and pupils will be obtained via means of a questionnaire to be conducted in October each year. We will use the results to ascertain understanding in the College community of disability and accessibility, priorities for our pupils with SEN and or disabilities and priorities for our pupils' parents. The results of the audit and survey will inform our college accessibility plan on a rolling basis. The plan and targets will be circulated to all teaching and support staff, pupils and parents and will be available upon request from the SENDCO.

ADMISSIONS POLICY

The College's Admissions Policy makes provision for the disclosure of disability and special needs and the commitment of the College to deal appropriately and supportively in the admissions assessment process.

The College therefore fulfils an anticipatory duty as defined by the Equality Act. A failure of a parent to divulge SEN or disability at this time constitutes a justification under the Act for discrimination. Where a parent requests confidentiality regarding a SEN or disability this request would limit what the College could provide in making reasonable adjustments. Under these circumstances the College has the right to decide the balance of confidentiality and possible and reasonable adjustments for inclusion.

No child should be discriminated against on entry into the College, because of their individual needs. Pupils; however, are required to sit age-appropriate assessments to gain a place at the College and the College reserves the right to continue this process. Provision for this is made in the fact that an independent College, the College may select on grounds of both ability and aptitude. All students must therefore satisfy the assessment criteria. 'Reasonable adjustments' such as extra time are made where possible and take note of recommended specialist teacher, EP reports and or medical paperwork.

The College accepts students who have Specific Learning Difficulties and those for whom English is not their first language (EFL). We also offer places to students who have other difficulties such as physical disabilities, motor co-ordination problems, visual impairment, auditory impairment, ADD/ADHD and emotional problems. Suitability of the structure of college buildings and their limitations for each pupil has to be considered and the potential of the pupil to access the curriculum. This will be carried out in consultation with each pupil, parents, and any appropriately qualified person.

The College has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

HOW THE PLAN WILL BE REVIEWED AND MONITORED

The College recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Examinations and tests
- Exclusions
- Response to teaching styles/subject
- SEND Register
- College curriculum
- Extra-curricular activities
- Homework
- Homework clubs
- KS4 option choices
- Post 16 destinations
- Number of students participating in activities including those for the very able and gifted
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the College (representation on Parents association, attendance at parents' evenings, in the classroom, College productions, sports day, Columban Fayre etc.)

The College's Disability Policy Review Working Group will meet biannually to frame recommendations for inclusion in the plan. These recommendations will include input from the College leadership team and the document will then be placed on the agenda for the meeting of the Governing Body yearly. Costings will be allocated to the various aspects of the plan, together with clear timeframes for completion of the various elements.

There will be a formal review of the implementation of the plan on an annual basis by the Governing Body. Senior leadership will provide a full report at this meeting and identify which measures have been achieved and where any delay in implementation is foreseen. The plan will be then updated with adjusted timeframes where necessary.

The College's Governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the College's Admissions Policy and the Special Educational Needs and Disability Policy.

Action Plan

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Establish the Disability Policy Review Working Group.	Invite relevant staff to become members of Working Group and identify Chairperson of Group. Convene first meeting of Working Group.	February 2021 March 2021	The Bursar	First meeting of Working Group taken place, meeting minutes taken and recorded.
Medium Term	Review existing building plans to incorporate accessibility provision. This will include ramps, lifts, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves at wheelchair-accessible height. Consider whether furniture and equipment is selected, adjusted and located appropriately. Review lighting, colour schemes, acoustics, evacuation routes.	Carry out a physical environment disability access audit using the detailed physical access audit checklist provided to ensure that the environment is adapted to the needs of pupils. Review of facilities / resources for pupils with additional needs is conducted.	March-April 2021 December 2021	Estates Manager SENDCO, Estates Manager, and Head of IT Services.	Audit completed. All pupils can access the physical environment effectively.

	<p>Review physical aids in the College to ensure that there is access to facilities / resources such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with motor coordination and poor hand/eye skills.</p> <p>Establish priority list of adaptations which need to be made.</p>	<p>Identify costs, produce the budget and write implementation plan.</p>			<p>All pupils, parents, members of the College community and visitors can access the physical environment effectively.</p>
Long Term	<p>Make adaptations to physical environment as identified by order of priority. Investigate the use of and installations of portable hearing loops.</p>	<p>Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey.</p>	January 2022	Estates Manager, Health and Safety Committee	<p>Non yet identified Quotations will be obtained and presented to the Bursar if needed.</p>

Improving access to the curriculum for pupils with a disability

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Disability Policy Review Working Group conducts curriculum accessibility audit.	Audit takes place.	March- April 2021	SENDCO	Audit completed and actions identified.
Medium Term	<p>A differentiated curriculum is provided for all pupils.</p> <p>Pupils can access all timetabled rooms and reasonable curriculum adjustments are made to accommodate pupils with disabilities.</p> <p>Pupils with disabilities have access to the appropriate resources to access the curriculum.</p> <p>Absence from College due to disability is effectively supported by the College using phased returns and work sent home.</p>	<p>Curriculum planning incorporates provision for pupils with disabilities.</p> <p>Liaison with teaching staff and teacher responsible for timetable.</p> <p>Review of resources in College and purchase of additional resources if required.</p> <p>Liaison with teaching staff, tutor and Head of House.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>May 2021</p> <p>Ongoing</p>	<p>Teaching Staff, Learning Support staff.</p> <p>Teaching Staff, Learning Support staff.</p> <p>SENDCO</p> <p>Teaching staff</p>	<p>Differentiated curriculum in place.</p> <p>SEND register identifies students with additional needs-linked to SIMS</p> <p>All pupils have equal access to the timetable and curriculum is fully accessible to pupils with disabilities.</p> <p>Word processing, fiddle toys, overlays etc</p> <p>All pupils have access to appropriate resources and are not disadvantaged because of absence from College.</p> <p>MF, JD etc</p> <p>Learning goals are achieved by all pupils including those with disabilities.</p>

	Curriculum targets are set effectively and are appropriate for pupils with additional needs.	Liaison with teaching staff, tutor, Head of House and Learning Support staff.	Ongoing	Teaching staff, tutor, Head of House and Learning Support staff	All pupils have target grades and SEND data is tracked
	A range of extra-curricular activities are available and accessible to pupils with additional needs.	Carry out a review of the access of extra-curricular activities to assess their accessibility to pupils with disabilities.	May 2021	Assistant Head (Student formation), Trips and Visits Administrator	All pupils have access to extra-curricular activities. SHAPE /trips open to all students, adjustments made
	Training for staff is designed and delivered.	Provide specific training for teachers on how to support pupils with a particular disability and to ensure appropriate differentiation of work across the curriculum.	Ongoing	Assistant Head (Learning, teaching and Professional Development)	Training of staff has taken place. 6 x INSET in one academic year
	Specific programmes are put in place to ensure appropriate transition and support is provided for pupils including those with disabilities from Prep College to Senior College.	Close liaison with Prep and Senior College Teaching and Learning Support staff.	May 2021	Heads of Prep and Senior Colleges.	Seamless transition of all pupils from Prep to Senior College. SEND pupils offered enhanced transition: both SENDCOs meet with parents, Senior SENDCO visits and observes Prep, Prep pupils visit Senior site more, SEND Prep pupils have Tea Party with Senior SENDCO.
Long Term	Closer links with Prep and Senior Colleges enabling	Some Teachers and Learning Support staff	Commence in September 2021	Heads of Prep and Senior Colleges	All Teachers and Learning Support staff working across

	more flexible teaching and learning support.	work across the whole age range.			the whole age range by September 2022
Short Term	Access to the curriculum for pupils with SEND requirements on introduction of new 1-2-1 devices	Instruction and access to ongoing training	Sept 2022 and ongoing	SENDCO, Head of IT and Head of DigiCol	Pupils with SEND working on laptop now have a 1-2-1 device and full access to the provision of the device

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Information such as handouts, timetables, and information about College events are accessible to disabled pupils and can be disseminated in alternative formats such as large print, audio using ICT, or providing the information orally.	Conduct an audit to ascertain the range of communication methods currently in place and identify those which disadvantage disabled pupils. In-depth understanding of the range of communication methods currently in place and whether these limit access to pupils with a disability.	April 2021 January 2023	Disability Policy Review Working Group.	Audit across all subjects completed. Bespoke training session delivered and a reference guide is available on MS Teams
Medium Term	Information such as handouts, timetables, and information about College events are accessible to disabled pupils and can be	Using the audit outcomes, introduce a wider range of formats to ensure information is made available to meet the	September 2021	The Bursar, Assistant Head (Learning, teaching and	Various adaptations in place, including large print, overlays, speech to language software, laptops.

	disseminated in alternative formats such as large print, audio using ICT, or providing the information orally.	needs of all pupils and the wider College community. Pupils, parents and other members of the College community are able to access information effectively	January 2023	Professional Development.	
Long Term	Train teaching staff to use innovative methods to present information to groups in a way which is user friendly for all pupils including those with a disability.	Training programmes are put in place. Innovative methods of accessing teaching and learning information are used across the whole age range and across the curriculum subjects	January 2022 January 2023	Assistant Head (Learning, teaching and Professional Development) and IT Services	Innovative methods which allow equality of access to disabled pupils. Accessibility training given. Also, user friendly handout/pp guidance in SEND folder