



Accessibility Plan

(This plan relates to the whole College including EYFS)

Responsible person: Bursar
Last reviewed: May 2024
Next review due: May 2027

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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 College's wider curriculum such as participation in after-College clubs and visits;
- improve the 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 and blinds.,
- 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 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 recordings 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 SENCos, members of the Academic Support team and the Head of Estates 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 with an annual review
- 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

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The College plans and conducts audits of our provision for pupils with special educational needs and or disabilities. Additionally, views pupils will be obtained via means of a questionnaire to be conducted by the Student Voice team each year. We will use the results to ascertain understanding in the College community of disability and accessibility. 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, Educational Psychologist reports and or medical paperwork.

The College accepts students who have Specific Learning Difficulties and those for whom English is not their first language (EAL). 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 Social, Emotional and Mental Health (SEMH) needs. 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 will also consult 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 termly to frame recommendations for inclusion in the plan and monitor progress. 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 ESP Committee / 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 (Assistant Head, Director of Studies (LC)) 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. The Accessibility Plan will be reviewed and updated on an annual basis.

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

(Key: Short Term – within year 1; Medium Term –year 2; Long Term – year 3)

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Disability Policy Review Working Group to meet termly	Members are SENDCo x 2, Bursar, Head of Estates. Admissions to provide new starter SEN info ASAP	Immediate	The Bursar	Minutes of meetings and actions taken
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 are selected, adjusted and located appropriately. Review lighting, colour schemes, acoustics, evacuation routes. Review physical aids in the College to ensure that there is access to facilities /	Review Accessibility Audit from June 2023. Review of facilities / resources for pupils with additional needs is conducted.	Summer 2024	Head of Estates SENDCO, Head of Estates, and Head of IT Services.	Audit completed and updated SENDCo to discuss with H of Estates All pupils can access the physical environment effectively. All pupils, parents, members of the College community and

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	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. Establish priority list of adaptations which need to be made.	Identify costs, produce the budget and write implementation plan.			visitors can access the physical environment effectively.
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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 reviews curriculum accessibility audit.	Review takes place by SENDCos	Annual - Michaelmas	SENDCo of Prep and Senior	Audit completed, actions identified and shared with relevant staff / CLT / PLT
Medium Term	A differentiated curriculum is provided for all pupils. Pupils can access all timetabled rooms and reasonable curriculum adjustments are made to accommodate pupils with disabilities.	Curriculum planning incorporates provision for pupils with disabilities. Liaison with teaching staff and teacher responsible for timetable.	Ongoing Ongoing	Teaching Staff, Learning Support staff. Teaching Staff, Learning Support staff.	Differentiated curriculum in place. SEND register identifies students with additional needs-linked to SIMS All pupils have equal access to the timetable and curriculum is fully accessible to pupils with disabilities. Word processing, fiddle toys, overlays etc

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Pupils with disabilities have access to the appropriate resources to access the curriculum.	Review of resources in College and purchase of additional resources if required.	Ongoing	SENDCo of Prep and Senior	All pupils have access to appropriate resources and are not disadvantaged because of absence from College.
Absence from College due to disability is effectively supported by the College using phased returns and work sent home.	Liaison with teaching staff, tutor and Head of House.	Ongoing	Teaching staff	Learning goals are achieved by all pupils including those with disabilities. All pupils have target grades and SEND data is tracked
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 access to extra-curricular activities. SHAPE /trips open to all students, adjustments made
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.	Ongoing	Assistant Head (Wellbeing), Trips and Visits Administrator	Training of staff has taken place. Twilight sessions and INSET sessions plus ad hoc as required.
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)	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.
Specific programmes are put in place to ensure appropriate transition and support is provided for pupils including those with	Close liaison with Prep and Senior College Teaching and Learning Support staff.	Ongoing	Heads of Prep and Senior and Transition Co-Ordinator	

	disabilities from Prep College to Senior College.				
Long Term	Closer links with Prep and Senior Colleges enabling more flexible teaching and learning support.	Some Teachers and Learning Support staff work across the whole age range.	Ongoing	Heads of Prep and Senior Colleges	Selected Teachers and Learning Support staff working across the whole College as appropriate to curriculum needs.

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.	<p>Conduct an audit to ascertain the range of communication methods currently in place and identify those which disadvantage disabled pupils.</p> <p>In-depth understanding of the range of communication methods currently in place and whether these limit access to pupils with a disability.</p> <p>Introduce an EECA activity for learning BSL</p>	<p>Ongoing</p> <p>September 2024 ?</p>	<p>Disability Policy Review Working Group.</p> <p>Assistant Head of Wellbeing + SENCo</p>	<p>Audit across all subjects completed. Bespoke training session delivered, and a reference guide is available in the SEND folder on MS Teams</p> <p>Activity offered, registers of attendance, introduction of GCSE.</p>
Medium Term	Information such as handouts, timetables, and information about College events are accessible to disabled pupils and can be disseminated in alternative	Using the audit outcomes, introduce a wider range of formats to ensure information is made available to meet the	Ongoing	The Bursar, Assistant Head (Learning, teaching and Professional Development,	Various adaptations in place, including large print, overlays, speech to language software, laptops.

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	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		Admissions and Marketing, SENDCos	
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	Ongoing	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 INSETs and Twilight sessions as required