

# The Ellesmere Port C of E College



## Accessibility Plan

### Policy Information:

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Review Date	September 2024

### Approved by Principal:

Cath Green

### Approved by Chair of Governors:

Gordon McGuinness



Frank Field  
Education Trust

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## Introduction and Vision

### ***To act justly, to love with mercy and to walk humbly with our God - Micah 6:8***

At Ellesmere Port Church of England College we seek to build a community of faith where our students have the cultural capital to follow unlimited ideas and dreams. Above all else, we want our students to experience the fullness of life, where the sort of person they become is of paramount importance.

To **BE MORE** is to be a community which aspires to act justly in all situations; to be kind towards those inside and outside the College; and to be open to God's guidance in all areas of our lives.

## Principles

We believe our Special Educational Needs and Disability policy is underpinned by our Moral Virtues within our Christian context:

### **Moral Virtues**

**Justice** - "Grant justice and do what is fair" Colossians 4:1

Definition: the quality of being fair and reasonable.

**Humility** - "Humble yourselves in the sight of the Lord" James 4:10

Definition: the quality of having a modest or unarrogant view of one's own importance.

**Respect** - "Do to others as you would have them do to you" Luke 6:31

Definition: the quality of having due regard for the feelings, wishes, or rights of others.

**Courage** - "Be strong and courageous. Do not be afraid" Joshua 1:9

Definition: the quality of having strength in the face of difficulty.

**Integrity** - "The godly walk with integrity" Proverbs 20:7

Definition: the quality of being honest and having strong moral principles.

**Compassion** - "Clothe yourselves with compassion" Colossians 3:12

Definition: the quality of feeling pity and concern for the sufferings or misfortunes of others.

**Honesty** - "He delights in those that tell the truth" Proverbs 12:22

Definition: the quality of being truthful.

**Gratitude** - "Give thanks to the Lord, for he is good: his love endures forever" Psalm 107:2

Definition: the quality of being thankful; readiness to show appreciation for and to return kindness

## **Statement of Values**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. Our College has three key duties towards disabled pupils:

- To have the highest standards for them
- To make reasonable adjustments for them
- To increase their access to education

## **Definition of disability**

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.

Disability includes medical needs, some learning difficulties and social and emotional mental health difficulties.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan sets out the proposals of the College to increase access to education for pupils with disabilities.

The three main aspects concern:

- Increasing participation for all pupils in a varied and engaging curriculum, including our Be More offer
- Improving the environment of the College
- Providing any written information in a variety of formats

## **Aims of the Accessibility Plan**

- To ensure that college life celebrates diversity and is equally accessible for all pupils regardless of need
- Increase the confidence of all staff when teaching and supporting students with identified or observed SEND
- To sensitively plan for the individual needs of SEND pupils with confidence and expertise
- To continue to develop strong collaborative relationships with pupils, parents and carers
- To promote the equality of, and inclusion for, pupils who have been identified as having SEND or a barrier to achievement
- To encourage the promotion of role models and positive images of young people with a wide range of needs

The Ellesmere Port Church of England College has a whole school approach to supporting SEND students as detailed in the SEND policy and SEND Information Report. It is the responsibility of every member of staff to support the removal of barriers to learning for SEND students.

## **Overview of College Building**

The Ellesmere Port Church of England College is a three-storey college. It has lift access to all three floors, disabled toilets with individual cubicles are in line with statutory guidance and all entrances, classrooms and open areas are wheelchair friendly. Students with mobility issues can be supported in the use of a lift with a teaching assistant and leave lessons five minutes early to accommodate this.

## **Local Authority Procedures**

The Local Authority (LA) has a Local Offer document which addresses all aspects of inclusion and provides a link to further resources, procedures and support. This Offer can be accessed at:

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/localoffer.page>

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

We have included a range of stakeholders in the development of this accessibility plan: pupils, parents/carers, staff and governors of the school.

## CURRICULUM

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
College extra-curricular activities are made accessible to all pupils irrespective of special educational needs or disability in support of our Be More offer	Specific needs assessed as part of overall risk assessment. Additional support is provided when necessary The College ensures pupil safety at all times	All pupils have opportunity to take part in extra curricular activities Appointed person responsible for medication Mini bus with disabled access purchased	To ensure pupils with SEND are attending and experiencing extra curricular activities. Work with parents and carers to identify any barriers to inclusion.	On Going
To continue to draw on the expertise of external Agencies in supporting pupils with SEND.	SENDCo and Pastoral Assistant Principal to use external professionals to support staff External professionals to be invited in to support whole staff training as appropriate ( Brain Injury Trust September 2021, Vision Support Service September 2021)	Whole staff expertise is increased. All teachers are teachers of special educational needs and disabilities and become more confident in their ability to support the children in their care	SENDCo training as named LBGTQ professional in school  EPC to act as Expert Advisers in supporting LA in setting up new Alternative Provision in Cheshire West and Chester  Autism Service links to be prioritised	September 2021 and on-going

<p>To increase the celebration of diversity. To challenge pre-conceived ideas about disability</p>	<p>SLT Look at LBGTQ agenda Positive anti racism agenda Positive anti-bullying agenda Positive role models from visitors/guest speakers with disabilities</p>	<p>Diversity is celebrated in school and prejudice is challenged</p> <p>Billy Bridge, Paralympian and ex College Student guest speaker at Awards Evening</p>	<p>Rainbow Club set up</p> <p>Anthony Walker Foundation invited in to school- assemblies/PSHE lessons</p> <p>Bully Busters work in school</p>	<p>January 2022 and on-going</p>
<p>Teachers and Support Staff have the necessary training to offer a fully inclusive/differentiated approach within the classroom, enabling reasonable modifications according to need</p>	<p>Performance Management CPD- SENDCo SEND courses as appropriate SENDCo whole school training</p>	<p>Teachers/Support staff recognise the diversity of pupils' needs with regard to curriculum access</p>	<p>Introduction of Teaching Assistant Performance Management</p> <p>Further training of SENDCo in support of our LBGTQ community to be shared with all staff</p>	<p>Sept 2022</p>



<p>Lessons provide opportunities for all pupils to achieve.</p>	<p>SEND Policy and advice External agency advice Differentiation. Lesson Observations and feedback</p>	<p>Pupils' achievements measured against targets and national expectations AIM process</p>	<p>Adaptations to furniture, access and specialist equipment as required  Re-launch of Guidance and Support Strategies for staff  SENDCo observations of pupils in the classroom</p>	<p>On-Going  November 2021 on-going</p>
<p>Ensure examination access arrangements are applied for and teacher evidence supports this Ensure SEND EAL pupils are offered reading pens in examinations</p>	<p>SENDCo JCQ Qualified assessor utilised by school Subject staff</p>	<p>Need specific access arrangements agreed for pupils and staff to ensure that this will be their 'normal way of working'. Teacher evidence being collected Exam reading pens purchased</p>	<p>Access arrangements testing in Year accordance with exam boards</p>	<p>On- Going</p>

SEND staff deployed to support identified pupils	SENDCo	Staff effectively and efficiently deployed in accordance with EHCPs	SENDCo liaison with LA in terms of funding Annual Review Interim SEND reviews Increase Teaching Assistant numbers in accordance with increased pupil funding	On-Going and regularly updated  September 2021
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## INFORMATION ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Information is presented to Pupils/parents/carers in different formats according to need	SENDCo advice. INSET Access Arrangements	Pupils' achievements measured against targets. Clearly differentiated worksheets. Coloured paper used for pupils with diagnosed Irlens or according to need	TA trained in supporting pupils with complex visual difficulties in support of classroom and homework differentiation  Reading Pens Purchased for SEND EAL pupils to utilise	September 2021 and on going

## BUILDING ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Emergency and evacuation procedures are set up for any pupils with SEND who need this plan	Emergency and evacuation procedures in place according to EHCP/Risk assessments	Auditory and alarm system. Staff aware of emergency evacuation	Investigate possibility of visual alarms if need arises	On going
Pupils who use wheelchairs can move around academy without experiencing barriers.	Specific needs identified prior to admission. Robust transition policy in place	Wheelchair access is good Sensory Plans recommended by specialist services have been fully implemented	Investigate if doors can be more accessible to wheelchair users	On-going
Furniture and equipment is selected, adjusted and located appropriately.	Ensure that all furniture and equipment is selected, adjusted and located appropriately.	Continuous review	SENDCo liaison with outside agencies	On-going

## **Consultation**

Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the pupil/parent/carers when planning support and is regularly updated to cater for a variety of needs.