

The Ellesmere Port C of E College



Accessibility Plan

Policy Information:

Date prepared	Autumn 2024
Adopted by Governors	Autumn 2024
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Frequency of Review	3-Yearly
Review Date	Autumn 2027

**Approved by Executive
Head Teacher:**

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Approved by Chair of Governors:

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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', defined as 'a year or more' by the SEND Code of Practice, adverse effect on their ability to undertake normal day to day activities.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says pupils have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of pupils of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for pupils of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aids 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 pupils 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 pupils as detailed in the SEND policy and SEND Information Report. The Ellesmere Port Church of England College has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. It is the responsibility of every member of staff to support the removal of barriers to learning for SEND pupils.

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. Bespoke mobility plans are outlined in a pupil's Health Care Plan if the impact of their mobility issue is a cause for concern.

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:

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

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

<p>To increase the celebration of diversity. To challenge pre-conceived ideas about disability</p>	<p>SLT Look at LGBTQ agenda Positive anti racism agenda Positive anti-bullying agenda Positive role models from visitors/guest</p> <p>speakers with disabilities</p>	<p>Diversity is celebrated in school and prejudice is challenged</p> <p>Billy Bridge, Paralympian</p> <p>and ex College Student guest speaker at Awards Evening</p> <p>Celebrating Pride Week</p> <p>Topics of work and themes cover a range of diversity</p>	<p>Anti-bullying ambassadors active in school</p> <p>Mental Health Champions supporting peers</p> <p>LGBTQ Club</p>	<p>January 2024 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 LGBTQ community to be shared with all staff</p>	<p>Sept 2024</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</p> <p>AIM process</p>	<p>Adaptations to furniture, access and specialist equipment as required</p> <p>Re-launch of Guidance and Support Strategies for staff</p> <p>SENDCo observations of pupils in the classroom</p>	<p>On-Going</p> <p>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</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/W ho	Achievement Against Target	If Improvement Required	
			Planned Improvement	By W hen
Emergency and evacuation procedures are set up for any pupils with SEND who need this plan	Emergency and evacuation procedures in place (PEEPS) according to EHCP/Risk assessments. Staff identified on evacuation procedure to check stairwell safe areas for pupils with PEEPS and report to Fire Officer	Auditory and alarm system. Staff aware of emergency Evacuation plan Planned fire drills to QA process	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	Continue with robust door checks and lift maintenance in line with statutory requirements.	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
located appropriately.				

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.