

Accessibility Plan

University Collegiate School, Bolton



UNIVERSITY
COLLEGIATE
SCHOOL



A MEMBER OF

QUEST

Approved by:	Interim Advisory Board	Date: 27/11/2023
Last reviewed on:	November 2023	
Next review due by:	November 2025	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At University Collegiate School, Bolton, we are committed to providing an ethos and curriculum which offers equality of opportunity to all and is free from discrimination.

This will:

- **Provide all pupils/students with an education which actively promotes equal opportunities for all.**
- **Encourage pupils/students to develop an awareness and understanding of the shared values of society and promote community cohesion and British Values.**
- **Support the development of pupils/students of the skills, knowledge and understanding which will enable them to be critically aware of what they see, hear and read.**

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development and review of this accessibility plan, including:

SENCO, Site Manager, Trustees and pupils

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	To offer a differentiated curriculum.	High quality staff training (CPD) plan to be implemented with a focus on improving our curriculum offer ensuring inclusivity and ambition.	SENCO	1 each half term beginning Autumn 1 2023	CPD calendar and staff feedback
	To offer tailored resources to meet the specific needs of the individual. Specific pupil progress tracking.	Schemes of Work to be produced with clearly identified components and composites of knowledge. Evidence of pedagogy that is fit for purpose, with appropriate activity choices to meet student needs supported through this quality CPD. Middle leaders to be clear of expectations (HOD meetings).	Department Heads and staff as delegated	Half term 2 2023 and each half term	SOW as reviewed in HOD meetings/SoW/QA
	Targets for pupils with SEND.				
	The curriculum is reviewed. Consultation with specialist agencies/staff for staff CPD and support.				
	Employment of specialist staff.	Systematic QA as part of SEND and general T&L focused learning walks. Feedback produced, shared with staff and reviewed regularly.	SENCO/SLT subject links	Half term 2 for relaunch of pupil passports and half termly QA	Pupil passports use evident through QA
	Ensure cover/agency staff have access to pupil SEND information.				
	Ensure the use of pupil passports in lessons –				

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>To ensure that the School environment is suitably adapted to the needs of pupils as required. This includes: lift; wheelchair accessible corridors; disabled parking bays; disabled toilets and changing facilities.</p> <p>Highly visible markings used to ensure the safety of pupils/students with a visual impairment?</p>	<p>Emergency call cords in toilets, to be extended to floor level.</p> <p>Visible and audible alarm beacon to be added in Boardroom area.</p> <p>VI service request for environmental audit to be considered., Complete work during this three year Accessibility Plan cycle. Accelerate if pupil with a Visual Impairment gains a place.</p> <p>Review staff accommodation to ensure it is suitable for use by people with disabilities including wheelchair users.</p> <p>Recess door mats to avoid tripping hazards.</p>	<p>Site Manager</p> <p>Site Manager</p> <p>Site Manager</p> <p>School Business Manager/Site Manager</p> <p>School Business Manager/Site Manager</p>	<p>HT3</p> <p>HT3</p> <p>July 2024</p> <p>July 2024</p> <p>July 2024</p>	<p>Accessibility audit completed in June 2024</p>

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops 	<p>Include statement on website that information in large print or braille will be provided on request. Include a translation on the website.</p> <p>Consider accessible, tactile directional signage at each floor at central stairwell. Tactile/braille signage/information in reception and eye level information for wheelchair users.</p> <p>Consult with pupils with SEND regarding the accessibility of information.</p>	<p>SENCO/School Business Manager</p> <p>SENCO/School Business Manager/Site Manager</p> <p>SENCO</p>	<p>May 2024</p> <p>As part of redecoration project.</p> <p>June 2024</p>	<p>Website audit showing statement and translation widget</p> <p>Accessibility audit June 2024</p> <p>Completed pupil voice exercise</p>

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. **It will be reviewed by the Interim Advisory Board -“IAB”**

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5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Valuing quality and diversity policy