

Caedmon College Whitby



Accessibility Policy

Governance Status

This policy was re-issued in June 2014 and approved by the Governing Body on 26 June 2014. It will be reviewed every three years or in light of new guidance from the Local Authority or revised Government legislation.

Review dates	By Whom	Date approved by Governors
September 2015	Staff and Governors	21.09.15
April 2017	Staff and Governors	9.5.17
May 2020	Staff and Governors	

Signed by Chair of Governors:

A handwritten signature in black ink, written over a horizontal line. The signature is cursive and appears to read 'Ken Gray'.

1. Summary

Caedmon College Whitby (CCW) is committed to providing premises and a learning environment that is suitable and sufficient for all educational purposes which gives access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability across both our sites.

This plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014), Children and Families Act 2014, operates alongside our SEND Policy and is consistent with its terms of principals and approaches to resourcing. This plan extends our duties laid down in the SEN and Disability Act 2001 and the Disability Discrimination Act 2005 – Part 4 (DDA), including promoting the equality of opportunity between disabled people and other people, eliminate discrimination and harassment related to disability, promote positive attitudes towards disabled people and encourage participation by disabled people in public life.

Definition of Disability (The Equality Act 2010): A person has a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting hearing and sight) and learning difficulties. The definition also includes certain medical conditions when they have a long-term and substantial effect on the everyday lives of our students, staff and visitors.

2. School Merger

In 2014, Whitby Community College undertook a consultation process to enlarge the College to become an 11-19 school with effect from September 2014, through an amalgamation with Caedmon School (11-14) in Whitby. It is now known as Caedmon College Whitby (CCW).

Our key objective is to reduce and eliminate barriers to enable access to all areas of the curriculum and support full participation in our school community for all our students, prospective students, visitors and staff.

3. Accessibility

CCW is DDA compliant internally and externally and is continually, actively improving accessibility for children, young people, staff and visitors. Accessibility is a fundamental issue when considering the development or refurbishment of any facility on either site.

4. Normanby

- The entrance to the Normanby site will be redeveloped in 2015/16. A new path with barriers will be installed which will segregate pedestrians and motorists.
- All buildings are wheelchair accessible and the entrance to the main hall on the Normanby site was recently modified to facilitate use by wheelchair users. The college has developed pathways between the Learning Centre and C Block (where Maths and Humanities are taught) which segregate pedestrians and motorists.
- Disabled parking bays are allocated adjacent to the main entrance.
- A custom built hygiene facility is located in the Modern Foreign Languages building.
- Disabled toilet facilities are also available in the Learning Centre and Design and Technology buildings.

5. Scoresby

- The main entrance to the Scoresby Site has been upgraded to control vehicle movement and improve safety for pedestrians. New signage has been installed plus two further speed ramps. All lining works have been upgraded which also includes the removal of half the central parking spaces to ease the movement of vehicles when students are collected at the start and end of the College day
- Disabled parking bays are also allocated adjacent to the main entrance.
- Specialist sports facilities with wheelchair access are all accessible to those with disabilities. This includes the astroturf, neighboring changing rooms and playing field areas.
- The external door adjacent to the DT food room has been modified and now opens both inwards and outwards. A ramp has also replaced the step to this door
- The DT food room fire exit has been modified and it is now compliant internally and externally with all Equality Act (2010) Guidance.

6. Visually impaired students

Our sites are well-equipped for meeting the needs of visibly impaired students. Individual needs are met with advice from specialist LA services.

7. Hearing impaired students

The College has recently purchased the following equipment to support hearing impaired students:

- Phonak Roger Dynamic
- Phonak Roger Transmitter
- Splitter for audio jacks
- Audio leads

8. Methods of Communication

The College can supply written information for students, parents and staff in a variety of different formats such as such as Braille, modified large print, large print, audio or in a different language.

The following text appears in all college publications:

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو براۓ مہربانی ہم سے پوچھئے۔

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.



9. Signage

Key signage on both sites has been updated to ensure consistency and legibility. All signage designs are produced to agreed standards.

10. College Events

The College is able to arrange for a "signer" to be available for events (e.g parents evening)

11. Teaching and Learning (HJK)

We provide all our students with a broad and balanced curriculum differentiated and adjusted to meet the needs of individuals and their preferred learning styles; see CCW website SEN Policy "How the curriculum is differentiated" and, at Key Stage 4 and Key Stage 5, "What alternative accreditation we offer".

KS3: The KS3 Curriculum is based on the National Curriculum with an additional enrichment programme. All students have equal access to extra-curricular opportunities and day visits and residential opportunities. All students undertake baseline testing and this and other information is shared across the College to assist the teachers in planning their differentiated approaches to learning.

CCW endorse the principles which underpin the development of an inclusive curriculum including setting suitable learning challenges to maximize potential, responding to the diverse learning needs of our students, overcoming potential barriers to learning and assessment for both individual and groups of students.

CCW recognise our duty under the Equality Act (2010), it is unlawful for an education provider to treat a person with a disability unfavourably and we commit to taking all reasonable steps to avoid putting any person with a disability at a substantial disadvantage (the 'reasonable adjustment' duty).

CCW Governors recognise their duty to publish Accessibility Strategies and Plans; this plan covers the three main elements of the 'planning duty' by:

- Managing and improving the physical environment of CCW for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people both currently on roll and prospective students.
- Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these students. Written material is to be presented in an appropriate form to SEN and disabled children and young people, including pictorial and oral formats. Classroom organisation is planned to maximise learning opportunities and promote inclusion of and participation in the curriculum activities for all disabled students.
- Ensuring that appropriate support is given to all students with disabilities and that staff who work with these students are fully briefed on their needs. We will seek and follow the advice of the LA services, such as specialist teacher advisers and SEN advisers and appropriate health professionals.

12. Access Arrangements and Reasonable adjustments

The College follows the JCQ guidelines for access arrangements and reasonable adjustments: (Access Arrangements and Reasonable Adjustments, 1 September 2016 to 31 August 2017.)

- Ensuring that learners have the correct information and advice on their selected qualification(s) in an accessible format and that the qualification(s) will meet their needs. Students are assessed and support is identified and made available to the learners to facilitate access to examinations/assessments.

Caedmon College Whitby Accessibility Plan

- Ensure that where a candidate with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified specialist assessor **as appointed by the head of centre**. The college have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that their assessment process is administered correctly.
- The College assist's the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements once approved. We submit any applications for access arrangements or reasonable adjustments **by the published deadline** ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. For GCSE and GCE qualifications, a JCQ Centre Inspector will sample a centre's applications.
- The SENCO keeps file for each GCSE and GCE application which contains all the supporting evidence of need and a signed data protection notice.
- Ensure that submission requests for modified papers are made **by the published deadline**.

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Date: June 2017

Hazel Kirk – SENCO, Chair of Collaborative Panel					
Target	Tasks	Timescale	Resources	Responsibility of	Monitored by
Access to Curriculum Ensure ICT appropriate for students with disabilities	Monitor access issues around library at Scoresby	1 year	Costing of lift to access	J Hunter	Governors
Access to Curriculum Create effective learning environments for all using feedback from student groups	Cost of maintaining extra-curricular support	Ongoing	Breakfast, lunchtime, homework clubs	Hazel Kirk, Hayley Briggs	Governors
Access to Wider Curriculum Increase participation in outdoor activities	Steve Graham to outline plan	Ongoing	As needed	Steve Graham	Governors
Impact Analysis Ensure all policies consider the implications of Disability Access	Clerk to governors to make SENCO aware of policy implications	Ongoing	As needed	Governors	SENCO
Premises Increase site access to meet diverse needs of students, staff, parents and community users	Ongoing – Drama, Music and LC on the Scoresby site	2 years	Drama and music accessible. LC on Scoresby – see access to curriculum	Governors	Governors
Attitudes To promote positive attitudes to disability	Ongoing – College ethos	Ongoing		All staff and students	Governors
Newsletters and Information Availability of documents in alternative format	Create parent email database to disseminate information	Ongoing	Signer available. Braille and large print. Electronic copies, speech to text communication	Hazel Kirk, Hayley Briggs	Governors

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