

Document

Accessibility Plan

DRAFT APPROVED

Approved by:	Chief Executive Officer
Date:	Summer 2024
Review Date:	Summer 2027
This policy applies to:	 DURHAM SIXTH FORM CENTRE

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Links with other policies:

This Policy is linked to the:

- Admissions Arrangements
- Climate for Learning and Attendance Policy
- Equality Policy Statement and Objectives
- Health and Safety Policy
- Risk Management Policy
- Supporting Students with Medical Conditions Policy
- Special Educational Needs and Disabilities (SEND) Policy and Information Report
- Supporting Students with Medical Needs Policy

1. Policy Introduction and Purpose Statement

- 1.1. Under the Equality Act 2010, it is a requirement that academies have an Accessibility Plan. The purpose of the Plan is to:
 - Increase the extent to which disabled students can participate in the curriculum;
 - Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided;
 - Improve the availability of accessible information to students with disabilities.
- 1.2. Providence Learning Partnership (our Trust) aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- 1.3. The Plan will be made available online on the Durham Sixth Form Centre (the school) website, and paper copies are available upon request.
- 1.4. Our Trust is also committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5. The Trust supports any available partnerships to develop and implement the Plan.
- 1.6. If you have any queries or concerns relating to accessibility at the school, please contact the school SENCo in the first instance.
- 1.7. The Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility at the school, this Procedure sets out the process for raising or escalating these concerns.
- 1.8. We have included a range of stakeholders in the development of this Accessibility Plan, including students, parents/carers and staff.

2. Legislation and Guidance

- 2.1. 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](#).
- 2.2. 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.
- 2.3. 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.
- 2.4. Schools and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.5. This Policy complies with our Funding Agreement and Articles of Association. It also responds to expert advice and guidance as part of our review and improvement strategy.

3. Review

- 3.1. This plan will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school Principal and Trust Chief Operating and Finance Officer and approved by the CEO.

4. Action Plan

4.1. This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim and current good practice	Additional actions to be taken	Person Responsible
<p>Aim: Increase access to the curriculum for students with a disability.</p> <p>The school endeavours to:</p> <ul style="list-style-type: none"> • Have a clear understanding of the needs of all students, including disabled students and those with special educational needs and be able to adapt teaching to respond to the strengths and needs of all students. • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these using a range of inclusive teaching strategies. • Use resources tailored to the needs of students who require support to access the curriculum. • Use curriculum resources that include examples of people with disabilities. • Ensure, through the interview and enrolment processes, the effective supported transition of vulnerable young people. • Effectively track the curriculum progress of all students, including those with a disability. • Set targets effectively and appropriately for students with additional needs. • Provide effective professional development for staff and Governors. • Keep parents/carers informed through regular reviews in line with policy. 	<p>To support existing good practice the following actions will be taken forward by SLT, the SENCo and the Governance Professional:</p> <ul style="list-style-type: none"> • All Governors and Trustees to read new DfE guidance, Special educational needs (SEN) and disabilities: guidance for school governing boards. • Ensure there are Governors and Trustees that have completed 'The Governance of SEND' course. • Link governor SEND to provide professional challenge to the SEND team and provide regular updates to the Local Governing Body and Trust Board. • Review staffing and structure of the SEND team to build effectiveness and capacity. • Use new staffing arrangements to review arrangements for the completion of student support plans (SP). • Introduce SEND-specific learning walkthroughs as part of the QA process to ensure SP compliance. • Include Link Governor in SEND-specific learning walkthroughs. • Review Teaching Learning and Assessment Policy annually in line with emerging best practice. • Provide annual staff training in QFT and emerging needs (2024: Best practice in teaching neurodivergent females, 2025: increasing accessibility to the curriculum through the use of new technology, including the Roger DigiMaster). • Provide personalised staff PD for specific needs informed by enrolment and transition information. • Track and monitor student progress and intervene as appropriate as part of Yr group improvement plans and SEND improvement plan. • Introduce weekly SEND updates in staff briefing notes. • Continue to ensure that the SEND Dashboard is kept up to date and review this annually. 	<p>Governance Professional (annual).</p> <p>Governance Professional (annual). SEND Link Governor and SENCo (half termly). Trust and SLT/Vice Principal (VP) to lead (2025-26). VP/SENCo/Dep. SENCo (Aut 2025). VP/SENCo (annual).</p> <p>SENCo/SEND link (2026). VP/AP (June 2025)</p> <p>VP/SENCo/specialist team (June annually)</p> <p>VP/SENCo (annual)</p> <p>SLT team/SENCo (ongoing)</p> <p>SENCo (ongoing)</p> <p>SENCo (ongoing)</p>

<p>Aim: Improve and maintain access to the physical environment.</p> <p>Modifications to the school to support the needs of students with disabilities include:</p> <ul style="list-style-type: none"> ● Ramps ● Lifts ● Disabled parking bays for physical disabilities ● Disabled toilets ● Provision of a separate safe and calming environment from the main social areas, to ensure students a quiet refuge if they require it ● Automatic entrance doors at main buildings. <p>Students who may have difficulties accessing the school are identified early through the interview and enrolment processes and through sharing information across different agencies, to ensure early support is put in place. This can include rooming in downstairs classrooms in older buildings where lifts are not in place or out of order pending repair.</p>	<p>The following actions will be taken forward by the Premises Team and are reviewed annually:</p> <ul style="list-style-type: none"> ● Ensure all areas of the site are well lit. As part of the LED retrofit, lighting will have high luminosity, this includes replacing lights within the Science building where there were issues previously. ● All exterior steps and ledges to be repainted to ensure crisp, easy to see edges. ● Drop off to the left as approaching the science building from the main building (near outdoor seating area) to be highlighted with contrasting paint. ● Ledges outside the cafeteria in the media building (to the right of the main steps) to have their edges highlighted for students with vision impairment and depth perception problems. ● Refurbishment of the Quiet Room, to make it more accessible to students with autism. <p>In addition:</p> <ul style="list-style-type: none"> ● All PEEPS to be reviewed and communicated annually. ● Annual access to disabled parking for students to be granted on a needs basis and communicated with staff in line with safeguarding procedures. 	<p>COFO/Premises Manager (PM) (2024-25)</p> <p>COFO/PM (July 2025)</p> <p>COFO/PM (July 2025)</p> <p>COFO/PM (July 2025)</p> <p>SENCo/COFO/PM (July 2024)</p> <p>VP/Dep. SENCo/Health and Wellbeing Officer (Sept annually)</p> <p>VP/SENCo (Sept annually)</p>
<p>Aim: Improve the delivery of information to students with a disability.</p> <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Auxiliary aids and services ● Internal signage ● Hard copies of resources ● Braille ● Large print resources ● Coloured overlays ● Pictorial or symbolic representations <p>The information will be supplied in a timely manner to ensure that disabled people requesting information will not be disadvantaged in terms of time, inconvenience, effort or discomfort.</p>	<p>For existing students:</p> <ul style="list-style-type: none"> ● Introduce Audiebant in 2024-25 to ensure that lockdown procedures can be communicated site-wide through accessible alerts, including audio and desktop. ● Continue to quality assure that students are receiving updates in line with their communication needs. ● QA to ensure all SP are complied with in line with aim 1 above. ● Check annually that we communicate in the most appropriate way to SEND parents and carers should there be a specific need. <p>For potential students:</p> <ul style="list-style-type: none"> ● Annually review the recruitment and enrolment process to ensure students are not disadvantaged in the application, recruitment or transition process. 	<p>COFO (July 2024)</p> <p>SEND team (ongoing)</p> <p>VP/SENCo (ongoing)</p> <p>SENCo/Dep. SENCo (Sept annually)</p> <p>COFO (Sept annually)</p>

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