



Ullswater Community College

ACCESSIBILITY PLAN

Last revised: September 2017

Signed: Alan Davis (Chair of Governors)

To be reviewed every 3 years

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1. Aims

Ullswater Community College aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Ullswater Community College is an optimistic, inclusive and ambitious school. We are determined to provide an authentic education for each individual student who chooses to study at this school, in an environment that is personal, relevant and tailored to individual needs.

Ullswater Community College is proud of its status as a strategically resourced school for students with special educational needs in the area of severe learning difficulties, profound multiple learning difficulties and / or physical medical difficulties we pride ourselves in a unique 'inclusive' approach when meeting the needs of this vulnerable group of students.

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, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Completion date	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Teaching and Learning briefings have a SEN/D focus each half term. • Support staff have 1 hour CPD SEN/D training each half term on top of whole school planned INSET organized by the SENCO. • Support staff have disaggregated INSET time over the course of the year for CPD. • We have access to training for one afternoon each half term and an annual conference from our 'SEN/D cluster' of schools within Eden. • Planning identifies differentiation and personalized learning. • Support staff and teaching staff are encouraged to plan together and this has been a focus for LSAs' CPD. • School MER procedures. • Students with SEN/D have a support plan that outlines strengths, needs and suggests strategies that are useful for the student. These 	<p>To provide students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of students; responding to a diverse range of needs and overcoming potential barriers to learning and assessment for individual groups of students.</p>	<p>Continuation of half-termly Teaching and Learning briefings with SEN/D focus.</p> <p>Support staff CPD SEN/D sessions to continue for 1 hour each half term.</p> <p>Support staff to continue to have disaggregated INSET time for self study.</p> <p>UCC to continue to be part of the 'SEN/D' cluster and send relevant staff to organized training.</p> <p>SENCO and Assistant Head Teacher for Teaching and Learning to liaise regarding teaching staff and support staff planning.</p> <p>SMT MER process, which is on the school calendar.</p>	<p>India Campbell Dawn Ellery</p> <p>Dawn Ellery</p> <p>Dawn Ellery</p> <p>Dawn Ellery</p> <p>India Campbell</p> <p>India Campbell</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>July 2019</p> <p>Ongoing</p>	<p>Increased access to the curriculum for all learners, including those with a disability.</p>

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	<p>plans are reviewed regularly and shared.</p> <ul style="list-style-type: none"> • We have 'in house' specialist teachers for: Severe/ Complex Difficulties and Physical/ Medical Difficulties – Mrs Ridley; Autistic Spectrum Condition – Mrs Ellery; Specialist teacher for assessment – Mrs Jenkins; a SEN teacher – Mrs Pickup. These specialists are available to support teaching staff, support staff, parents and students as requested. They review cases regularly through a regular review cycle. • We have Eamont area where we have specialist classrooms which include a literacy room; maths/ numeracy room; a classroom for Key Stage 4 and 5; a small computer room; a sensory room/chill out/ nurture area; a soft play / ball pool; a Jacuzzi bath. We have other classrooms in another part of school that are used for English / other lessons. • Curriculum resources include people with disability and from other diverse groups. 		<p>EHCP and SEN Support cohorts to be reviewed regularly.</p> <p>From spring term 2018 we will begin to use one other classroom regularly – Room 64 – so that students become used to working there and have ownership of the room, so that when they cannot use their normal classroom due to exams they move to a room that they are familiar with.</p>	<p>Dawn Ellery</p> <p>Helen Pickup</p>	<p>Ongoing</p> <p>Spring 2018 onwards</p>	

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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> We offer a differentiated curriculum for <u>all</u> pupils which we regularly review. We want to ensure that the students are well prepared for life beyond school. In Key Stage 3 we have Access classes for English, maths and science. In Key Stage 4 we have personalized pathways for students who have severe/complex learning difficulties and cannot access all or some of the mainstream curriculum. Due to the small numbers and the diversity of the students the courses offered are regularly reviewed taking into account courses available and the needs of the cohort. In Key Stage 4 a small group of students are offered additional literacy and numeracy if it is felt that they will benefit this. In Key Stage 5 students who are attached to our school through our Resourced Provision can follow a three year programme of study which covers a range of Entry level qualifications. For some students in special circumstances, the school have liaised with the LA to 	<p>To provide students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of students; responding to a diverse range of needs and overcoming potential barriers to learning and assessment for individual groups of students.</p>	<p>The curriculum offer will be reviewed annually by the Deputy Headteacher</p> <p>For students who have Severe / Complex Learning Difficulties the curriculum offer will be reviewed annually with the SENCO and the specialist teacher.</p> <p>The SENCO or Assistant Head Teacher (Pastoral)/ Designated Teacher for CLA will liaise with the LA regarding any special circumstances for students whose needs cannot be met within the normal provision for the school to see if alternative provision is possible.</p> <p>Horse riding and swimming sessions will be reviewed.</p> <p>Speech therapist work will be reviewed.</p> <p>Effectiveness of Key Stage 4 literacy and numeracy to be reviewed.</p>	<p>Paul Holliday</p> <p>Paul Holliday Dawn Ellery Rachel Ridley</p> <p>Dawn Ellery Fliss Richarson</p> <p>Rachel Ridley</p> <p>Dawn Ellery</p> <p>George McWilliams</p>	<p>Annually</p> <p>Annually</p> <p>As and when necessary</p> <p>Annually</p> <p>Annually</p> <p>July 2018</p>	<p>A curriculum offer that meets the need of all learners, including those with disabilities.</p>

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	<p>have other specialized bespoke provision funded through their EHCP.</p> <ul style="list-style-type: none"> Students with disabilities have access to horse riding for the disabled and swimming. Students who have difficulties communicating have access to a speech therapist and technician, who we employ for one morning per week. We continue to seek advice from specialist teachers within the LA, other professionals / voluntary agencies involved in the care of our students. 		Continued liaison between learning support team and relevant specialists.	Dawn Ellery	On going	
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> We take into account Key Stage 2 data, information from primary school, CATS scores from Year 7 and literacy screening tests to help to identify/confirm our SEN cohort following transfer from primary school. We have an 'assess – plan – do – review' approach across the school for intervention. We have dedicated staff who are involved in intervention within departments. This work is co-ordinated and evaluated by an Assistant Head Teacher. Interventions have clear entry and exit points. We carry out literacy screening in Key Stage 3 to 	To provide students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of students; responding to a diverse range of needs and overcoming potential barriers to learning and assessment for individual groups of students.	Annual review of provision / intervention from all of those involved in intervention.	George McWilliams	annually	Clear evidence of accelerated progress from interventions undertaken.

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	<p>identify students who have literacy difficulties and require additional support.</p> <ul style="list-style-type: none"> As students progress through Key Stage 3 and into Key Stage 4 some students are offered alternative ways of recording information eg through VAS; for some use of a reading pen etc. 					
<p>Increase access to the curriculum for pupils with a disability and ensure that they are able to demonstrate what they know in exam situations.</p>	<ul style="list-style-type: none"> Curriculum progress is tracked and includes those with disabilities. Since we moved from 'Life without levels' assessment procedures have been altered and we have just reviewed our procedures and are about to purchase Progression Steps to help assess and track students with learning disabilities. To ensure that students receive appropriate access arrangements for examination subjects and that a history of need is established in order to build up a case for Access Arrangements, and that no students is disadvantaged because of their disability - we have a specialist teacher, J Jenkins with appropriate Level 7 qualifications to ensure that students are assessed appropriately. 	<p>To provide students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of students; responding to a diverse range of needs and overcoming potential barriers to learning and assessment for individual groups of students. To achieve appropriate qualifications which will put them to move on to the next stage of life.</p>	<p>In order to improve our assessment and tracking procedures for students with severe / complex learning difficulties we will purchase and begin to use Progression Steps to assess our relevant students.</p> <p>R Ridley to lead training on the use of Progressions Steps with teachers and Learning Support Staff who will be using this assessment.</p> <p>SENCO to complete Level 7 training so that she can assess for access arrangements.</p> <ul style="list-style-type: none"> To continue to offer the use of Voice 	<p>R Moss (Senior teacher for assessment), R Ridley (specialist teacher)</p> <p>R Ridley</p> <p>D Ellery</p> <p>D Ellery, P Holliday, R</p>	<p>Sept 2018</p> <p>September 2018 onwards</p> <p>January 2019</p> <p>On going</p>	<p>More accurate and detailed assessment information available for our students with Severe/ Complex Learning Difficulties or other hidden disabilities eg Specific Learning Difficulties.</p> <p>Students having increased access to the curriculum and access to exams.</p>

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	<ul style="list-style-type: none"> • Our SENCO has a certificate in competence in educational testing and is on the register of qualified test users. • Specialist equipment is used/ adapted where necessary and available eg Voice Activated Software, Reading pen, access to a tablet etc. • We use tailored resources for those who require them for access to the curriculum eg for a student with a VI the student has use of a large scientific calculator, specialist maths equipment, a tablet which has text books / other material downloaded from RNIB, specialist stand, modified resources and exam papers, use of a practical assistant etc. When tailored resources are required these are reviewed regularly with the student, the parents and any other specialist / agency involved. 		<p>Activated Software to students who have great difficulty recording information in Key Stage 4</p> <ul style="list-style-type: none"> • To develop the use of reading pens in Key Stage 4 to students who have severe literacy difficulties. • Regular reviews of cases and requests for additional equipment through the LA SEN/D framework. 	<p>Moss</p> <p>D Ellery, P Holliday, R Moss</p> <p>SENCO</p>	<p>On going</p> <p>As and when required</p>	
<p>Increase access for all students, including those with a disability to the wider curriculum, beyond the regular classroom;</p>	<ul style="list-style-type: none"> • In the Eamont area we have classrooms and a garden where vulnerable students can have supervised breaks. We have a pagoda with seating, picnic table, some wooden stepping stones, football goals and a basket- 	<p>To ensure that students have access to a wide range of opportunities at UCC and feel included both academically and socially. To be well prepared for each transition phase.</p>	<p>To find additional funding opportunities to improve the environment in the Eamont area, and to develop the resources that are used during unstructured times.</p>	<p>Dawn Ellery</p>	<p>On going</p>	<p>Students having full access to a full range of opportunities at UCC and to feel included academically and socially.</p>

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including additional pastoral support.	<p>ball post. We host a range of clubs eg. Lego club, games club, homework club, chill out activities eg mindfulness; access to 'Kooth'.</p> <ul style="list-style-type: none"> • We take the opportunities offered to involve students in inclusive and/or disability sporting events. • Extra-curricular activities are, where possible, adjusted to meet the needs of the attending/ interested cohort. • Trips and visits are planned around the needs of the attending cohort and adapted where necessary. • Disabled students who cannot participate in particular activities are given alternative experiences. • School bus / taxi contractors are made aware of additional support needs when necessary. • Intimate Care Plans are created and reviewed for those who require them. • Students who have medical difficulties have a Medical Health Care Plan. These are reviewed regularly by the student services team and staff have access to these on SIMS. 		<p>To work with the PE department so that a member of the PE department takes the lead with inclusive sporting events.</p> <p>Learning support team to continue to support the work within departments when students with disabilities wish to be involved in extra-curricular activities to ensure that relevant adjustments are made, where possible.</p> <p>To ensure that appropriate transport arrangements are put in place prior to Year 7 for relevant students, and to ensure that they are regularly reviewed.</p> <p>Assistant Headteacher in charge of transport to continue to liaise with bus companies regarding any students with additional needs who travel on school buses/ mainstream taxis when necessary.</p>	<p>Dawn Ellery Jonathan Greenwood</p> <p>Rachel Ridley and all staff organising activities</p> <p>Dawn Ellery and Rachel Ridley</p> <p>George Mcwilliams</p>	<p>From summer 2018 on</p> <p>On going</p> <p>On going</p> <p>On going</p>	

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	<ul style="list-style-type: none"> Transition plans from Primary to Secondary, and from Year 11 to sixth form/ further education / further training apprenticeships are bespoke due to the diverse range of students that we cater for. We work alongside other agencies involved in the care of the students. 		<p>Continued involvement at transition for EHCP students from Year 5 & 6, where requested and for some SEN/D Support students.</p> <p>Continued input from IAG teams at each phase, which includes students with disabilities.</p> <p>Intimate care plans will be reviewed as necessary.</p> <p>Medical / health plans will be reviewed regularly by student services.</p>	<p>Dawn Ellery</p> <p>Rick Moss Dawn Ellery</p> <p>Rachel Ridley</p> <p>Fliss Richardson</p>	<p>On going</p> <p>On going</p> <p>As and when required</p> <p>Annually or as required</p>	<p>To be well prepared for each transition phase.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Elevators Corridor width Disabled parking bays Arrangements for drop off and pick up of students who come to and from school in specialist transport arranged through Education, Health and Care Plan reviews. Disabled toilets 	<ul style="list-style-type: none"> To ensure that all pupils can access all parts of the school site without difficulty. To ensure that all physical barriers to learning are removed for pupils with specific disabled needs 	<ul style="list-style-type: none"> Consider installing textured paviors to aid partially sighted students. Consider installation of hearing loop to aid hearing impaired students. Consider the provision of power-assisted doors to aid access If the hoist and Jacuzzi were required for a student starting 	<p>College Business Manager</p>	<p>September 2018</p>	<ul style="list-style-type: none"> Students (and visitors) with disabilities can access all areas of the site without difficulty. Students (and visitors) with hearing impairments are able to participate fully in school events

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	<ul style="list-style-type: none"> • changing facilities with an adjustable changing bed for those who require personal care • we have a hoist and jacuzzi bath should a student require use of it • Library shelves at wheelchair-accessible height • Planning meetings with parents, student, previous school, LA and health professionals prior to a student with a disability starting our school (when we are made aware that the student has a disability) • Wheel chair users and those with disabilities are taken into account when timetables are being created and adjusted • We have a specialist teacher, Mrs Ridley, who is trained in training staff in Evac chair procedures. We have 5 members of staff currently trained in the use of these. • Evac chairs are regularly serviced. • Personal Emergency Evacuation Plans are in place for those who need one. These are reviewed at least annually by Mrs Ridley 		<p>our school it would need to be serviced.</p> <ul style="list-style-type: none"> • To train further staff in the use of the Evac chair. 			

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<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • UCC staff will liaise with relevant support services when required to ensure that information is accessible to students with a disability eg. Specialist teachers for Visual Impairment; Hearing Impairment or Speech and Language Specialists. This could include use of pictorial / symbolic representations or large print resources; transmitters/ hearing aids etc. • We always aim to use the most suitable communication methods for our students. • Staff to be encouraged to refer to UCC booklet 'Be Dyslexia Friendly' for strategies for dyslexic learners. 	<p>To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students with disability</p>				
<p>English as an Additional Language (EAL)</p>	<ul style="list-style-type: none"> • For the small number of students who have English is an Additional Language, where appropriate, we use a translator to communicate with parents. 					

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Completion date
Fire alarms	Alarms are both audible and visual. Electronic doors are linked to the fire panel	Consider installing more strobe alarms in areas where someone could be sited alone	College Business Manager	March 2019
External steps	Majority of steps have yellow nosings	Nosings need regular cleaning and refreshing to ensure the colour contrast is obvious. Those without need to be coated	College Business Manager	September 2018
Lifts	Installed in Cumberland and Westmorland Blocks to allow access to upper floors	Consider making internal buttons braille buttons. Increasing lighting levels to make compliant lox levels)	College Business Manager	March 2019
Disabled parking bays	Marked, signposted and are in the immediate vicinity of the main entrances	Ensure that marked disabled bays are clearly marked by refreshing paint. Ensure compliance with BS8300	College Business Manager	September 2018
Entrances	Ensure clearly signed with restricted access only to Reception for visitors	Consider signage to indicate where the accessible routes are for those unable to negotiate steps	College Business Manager	September 2018
Ramps	Most ramps have handrails. Ramps allow access to all building as required	Ramps do not have colour contrasted surfaces to highlight the presence of a gradient. Consideration to be given to implementing this	College Business Manager	March 2019
Toilets	Most accessible WCs have dimensions that meet or exceed BS83000 compliance	Consider installing lever taps to washbasins to aid those with dexterity impairments and consider grab rails near urinals and in showers	College Business Manager	March 2019
Reception area	Well lit with a clear view for staff and visitors. Clear signage. No induction loop	Consider installing induction loop. Review seating to feature armrests to aid ambulant disabled persons	College Business Manager	September 2018
Internal signage	Building are internally and externally signposted.	Needs to be more consistent across the site	Senior Site Manager	March 2019

Feature	Description	Actions to be taken	Person responsible	Completion date
	Internally, signage directs the person to appropriate classroom			
Emergency escape routes	<p>Clearly signed and unobstructed.</p> <p>Exit route easily accessible</p> <p>PEEPS are in place for staff/students requiring them</p> <p>Evac chairs are suitably sited</p>	Consider widening pathways on exit routes for wheelchair users	College Business Manager	March 2019