

High Tunstall College of Science



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Accessibility Policy and Plan

V1.0

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Stakeholder Consulted	- Admissions and Safeguarding Committee
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Responsibility for Review	- SENDCO

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Statement of intent

High Tunstall College of Science is committed to taking all steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled students, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the college is committed to following throughout all accessibility planning activities to ensure that all disabled students are able to enjoy and access all aspects of educational life in the same way as other students. The specific measures the college has taken to ensure the college is accessible are outlined within the Accessibility Plan (appendix A).

The ways in which the college fosters inclusion and equality for students and staff who share other protected characteristics are outlined in the Equality Information and Objectives Policy.

This policy must be adhered to by all staff members, students, parents and visitors.

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following college policies and procedures:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- College Development Plan
- Data Protection Policy

2. Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The college cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having 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.

3. **[Updated] Roles and responsibilities**

The Governing body will be responsible for:

- Ensuring that all accessibility planning, including the college's Accessibility Plan, adheres to and reflects the principles outlined in this policy
- Approving this policy and the Accessibility Plan before they are implemented
- Monitoring this policy and the Accessibility Plan.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the college's accessibility, in conjunction with the governing body and in line with the college's legal obligations and the principles outlined in this policy
- Ensuring that staff members are aware of students' disabilities and medical conditions where necessary
- Establishing whether a new student has any disabilities or medical conditions which the college should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise
- Working closely with the governing body, LA and external agencies to effectively create and implement the college's Accessibility Plan.

[Updated] The Senior Teacher (Inclusivity) and Senior Specialist SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that students with SEND are appropriately supported
- Ensuring they have oversight of the needs of students with SEND attending the college, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any student as a result of their disability.

All staff members and governors will partake in whole-college training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support students with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The college's Accessibility Plan demonstrates how access will be improved for students, staff, parents and visitors to the college within a given timeframe. The Accessibility Plan can be viewed in Appendix A of this policy.

The Accessibility Plan will be structured to complement and support the college's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which students with disabilities can participate in the curriculum.
- To improve and maintain the college's physical environment to enable students with disabilities to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to students with disabilities, in particular information which has already been produced for students who do not have disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2026. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The college will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other college planning documents and will be reported upon annually in respect of progress and outcomes.

The college will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the college's Accessibility Plan. The LA will provide auxiliary aids and services where necessary to help the college provide suitable support to students with disabilities.

An accessibility audit will be undertaken by the governing body and SENCO every year.

During Ofsted inspections, the inspectorate may include the college's Accessibility Plan as part of their review. Both the Accessibility Policy and Accessibility Plan will be published on the college website.

5. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access as reflected in Appendix A.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

6. Equal opportunities

The college strives to ensure that all existing and potential students are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities.

Staff members will be aware of any students who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the

student is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need. The college will ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all college activities.

7. Admissions

The college will act in accordance with the Admissions Policy. The same entry criteria will be applied to all students and potential students.

The college will support students with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.

The college will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the college. All students, including those with SEND, will have appropriate access to all opportunities available to any member of the college community.

Information will be obtained on future students in order to facilitate advanced planning. Prospective parents of EHCP's students, and students with SEND, are invited to a transition meeting prior to the student starting college in order to discuss the student's specific needs.

8. [Updated] Curriculum

The college is committed to providing a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs. No student will be excluded from any aspect of the college curriculum due to their disability. The college aims to provide a differentiated curriculum to enable all students to feel secure and make progress.

[Updated] The Senior Specialist SENCO, Inclusions Assistants and class teachers will work together to ensure that the student's EHC plan is implemented, and that the teaching of that subject is adjusted for the student wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the student to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis. The class teacher, in discussion with the student and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g., PE lessons, will be adapted, wherever necessary and possible, to ensure students with disabilities can participate in a valuable way in lessons.

There are established procedures for the identification and support of students with SEND in place at the college. Detailed student information on students with SEND are given to relevant staff in order to aid teaching, e.g., 'Student Support Overviews'.

The college ensures that specialist resources – including physical resources e.g., large-print books, and human resources, e.g., inclusion assistants are available and appropriately deployed for students who require or would benefit from them to fully participate in the curriculum.

9. Physical environment

The college is committed to ensuring that all students, staff members, parents and visitors have equal access to areas and facilities within the college premises. There are no parts of the college to which students or staff with disabilities have limited or no access to.

The college will ensure that accessibility audits are conducted for those within the college community to ensure that specific needs are taken into account; however, in general, the college will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective students.

The specific ways in which the college will ensure its physical environment is accessible in full to all members of the college community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

10. [Updated] Monitoring and review

[Updated] This policy will be reviewed annually or when new legislation or guidance concerning equality and disability is published. Next review date is October 2026.

[Updated] The governing body and Headteacher will review the policy in collaboration with the Senior Specialist SENCO and the Senior Teacher in charge of inclusivity.

Equality impact assessments will be undertaken as and when college policies are reviewed.

Appendix A – [Updated] Accessibility Plan

Planning duty 1: Curriculum

The Governing body must undertake an audit of the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents.

[Updated] When and review dates updated to reflect last audit and future review (audit) is planned.

	Issue	What	Who	When	Outcome criteria	Review to take place
Short term	Staff members do not know whether the curriculum is accessible for the increase in need.	Audit of curriculum using inclusive teacher handbook criteria Microsoft Form used for targeted in-class support for teachers WAGOLL for SEN provided for Faculty Leaders. Student reading ages now on Synergy. Specialist support for medical needs from health professionals.	SENDCO/ Senior Teacher for Inclusivity/Faculty Leaders	01/03/24 Ongoing.	Management and teaching staff are aware of the accessibility gaps in the curriculum.	March 2026

Medium term	<p>Staff members require constant upskilling to support students with SEND</p>	<p>Training provided to staff members (Whole staff & Inclusion Assistant) plan in place.</p> <p>Microsoft Form used for targeted in-class support for teachers</p> <p>Frequent information updates on Synergy.</p> <p>Training for teachers on adapting the curriculum and skills that underpin learning.</p> <p>Teachers who teach meetings.</p> <p>SEND surgery on once per half-term.</p> <p>TEAMS folder with resources for staff.</p> <p>Regular updates thru Briefing sessions.</p> <p>Staff provided with specialist training for students with health needs.</p>	<p>SENCO/ Senior Teacher for Inclusivity/Additional Needs Liaison Lead</p>	<p>01/03/24 Ongoing.</p>	<p>Staff members have the skills to support children with SEND</p>	<p>March 2026</p>
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Long term	Students with SEND do not always have accessible homework lessons & revision that meets their needs	Need to audit accessibility of homework for students with particular needs. Target Microsoft Immersive reader as a tool for students to use for homework.	SENDCo/Additional Needs Liaison Lead/Senior Teacher for Inclusivity	01/03/24 Ongoing.	Students with SEND homework accessibility is improved.	March 2026
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Planning duty 2: Physical environment

The Governing body should undertake an audit of the extent to which students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their parents.

	Issue	What	Who	When	Outcome	Review to take place
Medium term	Learning environment of students with visual impairment is not accessible	Incorporation of appropriate colour schemes Resources blown up to enlarged texts Students have iPads Close links with STARS on support for visual impairment aids.	Inclusion Assistants	01/03/24 Ongoing	Learning environment is accessible to students with visual impairments	March 2026
	Meeting sensory needs in the classroom	Sensory audits has been completed, with recommendations have been shared with staff leading to changes in the classroom layout & displays. Private OT onsite every term to assess more complex sensory needs.	SENDCO	51/12/25 Ongoing.	Students are more settled and engaged in the classroom.	March 2026

Long term	Children with physical disabilities and medical needs may need further adaptations of the college buildings.	College has Medical IA Close links to health teams Individual risk assessments. Specialist training provided Enhanced in-class support. Lift passes.	SENDCO / Medical IA	01/03/24 Ongoing	College buildings are fully accessible.	March 2026
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Planning duty 3: Information

The Governing body should undertake an audit of the extent to which students with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review to take place
Short term	Management staff do not know whether college information is accessible or not	Audit of information delivery procedures	Heads of Year	01/03/24 Ongoing	College is aware of accessibility gaps to its information delivery procedures	March 2026
	College does not know how to make written information accessible	College seeks advice from external advisors College website has accessibility tools	SENCO	01/03/24 Ongoing	College is aware of local services for converting written information into alternative formats	March 2026
Medium term	Written information is not accessible to students with visual impairments	Provide written information in alternative formats Work alongside STARS	SENCO/Senior Teacher for Inclusivity	01/03/24 Ongoing	Written information is fully accessible to children with visual impairments	March 2026
Long term	College website is not accessible to children with SEND	Audit of website Accessibility tools	SENCO/Senior Teacher for Inclusivity	01/03/24 Ongoing	Website is fully accessible using accessibility tools and College website VLE is more usable.	March 2026