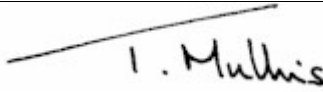




THREE YEAR ACCESSIBILITY PLAN 2021-24

BEDSTONE COLLEGE

Last Reviewed	September 2022
Review Frequency	1 Yr
Review Date(s)	Sept 2023
Signed Off	

BEDSTONE COLLEGE

SEND Accessibility and Access Plan 2021-24

The school is required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. And improving the availability of accessible information to disabled pupils. The **Equality Act 2010 defines disability** as: 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'.

The school will include at each practicable opportunity during routine maintenance to reduce the impediments to physically disadvantaged persons by managing its steps, stairways, exterior surfaces and paving, building entrances and exits (including those for emergency use), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverage, signs and furniture. The school will also consider which technologies can increase access to the curriculum for pupils with a disability.

The plan will be made available to all on the school website and will be monitored by the SMT and also by the School Committee on an annual basis. Where possible the school will arrange for training for staff to allow them to improve their understanding either of access to buildings or to the curriculum.

In the event of a complaint that cannot be resolved through discussion, the School's Complaints Procedure should be followed.

CURRICULUM

ACADEMIC AREA Where do we want to make progress? Key Activity	ACCESSIBILITY ISSUE What are we going to do? Action	PRIORITY (1=LOW, 5=HIGH)	REMEDY How will we know we have made progress? Performance	DATE OF COMPLETION	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with an academic based disability.	All lessons differentiated according to learning needs and ability.	5	Inset, CPD, prep audit, learning reviews and learning walks.	On-going	JL
	Teachers aware of pupil needs to support differentiation	5	Use of SEN profiles and passports on Schoolbase and specialist support where appropriate to inform individual teacher practice – pupils identify areas for improvement.	On-going	JL
	Improved physical access to mainstream curriculum.	5	Ensure an appropriate classroom environment for pupils with ASD e.g. lighting	On-going	JL/CB
	More differentiated examinations to cater for pupils with disabilities.	5	Monitor and refine access arrangement processes for these pupils; create a new EAA template for invigilators.	On-going	JL
Improve assessment, tracking and target setting.	Continuously review Challenge Grades and progress to ensure that SEND pupil progress in line with other groups.	5	Report progress data explicitly with SEND group to monitor progress and work with SENCO and HoHs to apply intervention where needed.	December 2022	OD
Improve the delivery of written information to pupils	Pupils able to access written information in other forms in a format to meet their need	5	Ensure usage of technology to provide/capture information in alternative forms depending on need e.g. audio, immersive reader, dictation	On-going	JL
		5	Ensure technology allows presentation of information to meet individual needs e.g. changing background colour, changing font.	On-going	JL
		5	Ensure homework provided on Schoolbase to support organisation and time management.	On-going	JL

Learning Support Rooms	Ongoing improvement of classroom facilities	3	Monitor access for disabled students and reorganise rooming to ensure accessibility.	On-going	JL
All teaching blocks	Physical access to classrooms as required	4	Review access to classrooms as needed for individual pupils and consider reasonable adjustments if necessary	On-going	RG
Enhance Exam Access Arrangements	Improve the environment for SEN pupils using our facilities to sit exams	3	Immersive reader. Consideration of replacing human readers with software.	On-going	JL
Increasing the impact of the LS specialist support on curricular access, classroom practice and student performance.	All staff to be aware of individual targets set for students with whom they are working. This will be done through Schoolbase, pupil profiles and the Stretch Target system. Staff should be aware of strategies to support progress of students to targets. These are available on Schoolbase, on the pupil profile.	5	All teaching staff have the data to measure their impact on individual student progress. Under-achievement of students with SEN and disabilities is demonstrably reduced via impact of advice and intervention from Learning Support. Learning walks demonstrate profiles are read and taken on board. Profiles now also available using Schoolbase and overall spreadsheet to provide ease of information on SEND students.	On-going	JL
Improve the CPD on offer to LS professionals and teachers	Sharing of best practice should bring advances in teaching styles, with greater adherence to standards and in-house Teaching and Learning policy.	4	As per the school's professional development programme, LS teachers are encouraged to specialise in different areas of SEND, for example, we currently have a member of staff pursuing autism as a specialism.	On-going	JL
Consistency of behaviour expectations to ensure safety and wellbeing of all pupils	Ensure staff apply behaviour policy consistently and in an impartial manner	4	Department continuously in dialogue with Welfare Hub and Head of Houses. SENCO attends weekly pastoral meetings.	On-going	CB

PHYSICAL

BUILDING	ACCESSIBILITY ISSUE	PRIORITY	REMEDY	DATE OF COMPLETION	PERSON RESPONSIBLE
Access audit	Potential poor accessibility of all College areas	4	Undertake an accessibility audit of all College areas. Via the H&S Committee report to Board identifying key issues and plan to implement changes for annual programmes.	On-going	TM
College buildings	Ongoing access arranged to key areas of the College. Dining room, Rees Hall, classrooms, welfare facilities, sports and recreational areas.	3	Continued improvements to access 2021- 24. External and College's audits shows that access is good for wheelchairs down most pathways and into all buildings on the ground floor.	On-going	TM/RG
Existing Estate	Where appropriate, buildings include access ramps to lower levels. Provision of adequate external Lighting.	4	Regular audit reviews and maintenance checks in place, providing safe access across the built estate in alignment to local dark skies policy.	On-going	TM/RG
Altered Provision Medical Centre	With the move of the Medical Centre onto the first floor of the Rees Court building, the question was then raised of access for disabled or immobilised students.	5	The provision has been arranged that, if any injured or disabled person requires access to medical treatment, they will be taken to the Staff Work Room where there are both water facilities and the ability to carry out triage. Ambulance access is then straightforward from the quad.	January 2023	TM/RG
Paved paths around site – roads and drives of estate	Raised pathway paving slabs, loose surface and potholes in roadways, poorly identified pedestrian safe access routes. Regular visual inspections and assessment of all roads and pathways across the general estate.	4	Regular visual inspections and assessment of all roads and pathways across the general estate. Annual maintenance programme and budget allowance for maintenance of all roads, pathways and safe crossings. Encourage all staff to observe and report any hazards that may arise immediately.	On-going	TM/RG

INFORMATION

AUDIENCE	ACCESSIBILITY ISSUE	PRIORITY	REMEDY	DATE OF COMPLETION	PERSON RESPONSIBLE
Improving information to parents of pupils with SEN	<p>This will include:</p> <ul style="list-style-type: none"> Precise literature for applicants explaining our SEN provision & SEN policy. Explaining why certain needs cannot be met with our expertise. Information on the application process and how SEN will be assessed. Precise information on the AAA lessons – frequency, length, cost etc. How feedback on potential and progress will occur through meetings, reports etc. Who their AAA professional is and how to contact them. How, and when, to get further testing for exam concessions. Briefings for parents on how to help their children at home. 	5	<p>Annually reviewed, in line with DfE guidelines on access.</p> <p>Annual update of information in the pupil pack, website and prospectus.</p> <p>At first meeting pre-arrival. Letters at appropriate times in the school year.</p> <p>Regular correspondence with confirmation of provision, communication on EAA, SEN policy re-written, EAA policy now written and in place.</p>	On-going	JL

Improving information to pupils with SEN	<p>Teachers are encouraged to support pupil profiles (eg. Where copying of a board is difficult – provide typed notes)</p> <p>LS Teachers help to represent the needs of their students to the subject teachers</p> <p>LS teachers complete termly written reports and attend Parents' Evenings</p>	5	<p>Pupils are provided with materials and support appropriate to their needs.</p> <p>The School permits the use of mobile phones in the classroom (with the teacher's permission) – many will ask to take a photo of notes written on the board.</p> <p>Pupil profiles are available in Schoolbase with additional information available from LS.</p> <p>LS Teachers will email or raise a pupil with colleagues informally or formally – there is a good level of dialogue that occurs.</p> <p>Pupils attend parents' evening with their parents, and are an active part of the discussion occurring. Tutors review reports and help tutees to set appropriate targets. New Plan in action by all members of the LS department for each student.</p>	On-going	JL
Improving the information for teachers	<p>Pupil profiles maintained and update – available on Schoolbase for all teachers</p> <p>Informal discussion between teachers at breaktimes</p>	5	<p>Start of Academic Year – updates provided to staff on how and where to access most recent information for SEN / Access Arrangements – how to run reports in Schoolbase.</p> <p>Information in Schoolbase for transparency and to ensure communication. Follow up with members of staff. Learning walks targeting varying needs.</p>	On-going	JL
Tailoring training to staff and pupil needs.	INSET training for staff (aim is to have one SEN inset per year)	4	<p>Throughout Year – Teachers are asked to review key information / feedback on pupil profiles, and all SEN status information is included in teacher marksheets.</p> <p>Learning Support provide template for effective teaching strategies within departments.</p> <p>Profiles and passports contain clear guidelines and information for staff on how to provide for students.</p>	On-going	JL