ACCESSIBILITY PLAN

As required by Schedule 10 of the Equality Act 2010.

AIMS OF THE ACCESSIBILITY PLAN

Padworth College acknowledges its duty towards students, staff, parents, proprietors and members of the wider community who have a disability. Where students or prospective students are concerned, Padworth College acknowledges its non-discrimination and planning duty under the *Special Education Needs and Disability Act 2001 and the Special Educational Needs and Disability Code of Practice 0 to 25 years 2014.*

1. Padworth College is a broadly non-selective school although admission depends on the prospective student meeting the criteria required to maintain and, where possible, improve the educational and general standards for its students.

2. Extra-curricular activities play a part in Padworth College's philosophy.

3. The College asks parents to complete an Application Form and to disclose whether their child has a disability, special educational need or medical condition. As needed, the parents will then be asked for further details in respect of a prospective student.

4. In assessing any student or prospective student, the College may take advice and require such assessments as it deems appropriate. Subject to this, the College will be sensitive to any issues of confidentiality.

5. Where it is practicable to make reasonable adjustments based upon the information given and advice received to enable a prospective student to take up a place at the College and to satisfy the admissions criteria above, the College is committed to providing these reasonable adjustments.

6. Where the College agrees to arrange additional services, such as specialist coaching for dyslexia for example, or for an educational psychologist's report, parents will be charged for this separately. Details of the arrangements and cost will be provided in writing.

BACKGROUND TO THE ACCESSIBILITY PLAN

The College lies in its own grounds, including wooded areas and sloping ground which gives rise to buildings being accessed on different levels and steps and some slightly sloping pathways both which students use to move between lessons, boarding houses and activities.

1. The Main House is spread over several floors and there is no lift. This requires students to use stairs to access the different rooms.

2. The Dining Room, Reception Room, administrative offices, and medical room are in the Main House and are on the ground floor. Wheelchairs can access these rooms by using the Main House front or side entrance.

3. The Teaching Building is on two floors. There is no lift and so the top floor is not accessible to wheelchair users. A lavatory, the science labs and art rooms are at ground floor level.

4. There are several on-site boarding houses. These all have ground floor dormitories, but none is specifically adapted for wheelchair access.

5. Wherever practicable, the College will make reasonable adjustments to the timetable and rooming arrangements to allow students with restricted mobility to attend lessons in accessible parts of the College.

6. Padworth College can provide auxiliary aids and will do whatever is possible, within reasonable limits, to accommodate anyone with a disability.

ACCESSIBILITY PLAN

General
The College will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of the action in the previous academic year
- Relevant targets for the next academic year
- Responses to any further legislative changes

ISI guidance (pg 70 of ISI Commentary on Regulatory Requirements)
The three year plan should include how the college plans to (with timescales):

- increase the extent to which disable pupils (including those with SEN) can participate in the schools curriculum (Increased Access to Provision)
- improve the provision to disabled pupils of information which is already written for pupils who are not disabled (Improved Information Provision)
- improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school (Improved Physical Environment)

Specific Objectives: 1 September 2021 – 31 August 2024:

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ACTION PLAN
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Aim – Increase the extent to which disabled students (including those with SEN) can participate in the College's **curriculum**.

Target	Action Required	Lead	Resources Required	Outcome	Target Completion Date
To ensure strategies and procedures are in place so that all pupil's abilities are assessed on entry and appropriate provision is made.	Relevant assessment materials according to need.	RC/CMcN	Assessment papers – online English Tests & Maths Papers	Insight on EAL needs SEN on entry. Baseline testing allows for measurement of progress and appropriate provision.	On-going
To make appropriate provision for all students.	Planning/input from staff for all student activities. Extended provision within the curriculum for EAL	RC	Curriculum Policy, Schemes of Work, Lesson Observations, Course Programmes	All students able to access the curriculum	On- going
To provide staff with training and development.	Ensure regular programme of Inset and training as required through identification	LA	INSET	All staff are differentiating appropriately to meet the needs of all abilities.	On-going
To promote positive attitudes towards pupils and all others with disabilities.	PSHE Curriculum Fundraising activities e.g. Children in Need	RC (tutors) SH (pastorals)	Code of Conduct, Rewards & Sanctions	High standards of courtesy, mutual respect and tolerance.	On-going
To ensure all students have their needs met through targeted support.	Tutor target setting Additional SEN support as required	RC	Enhanced SEND support. Material from outside agencies	Specific targets	On-going
To provide culturally/ethnically appropriate resources e.g. books	Purchase of books and toys that reflect an	Teachers/Tutors	Liaison with local council and library services.	To develop an awareness of disability and inclusion.	On-going

and play equipment.	inclusive attitude to disability				
To ensure students can access IT facilities across all subjects.	Evaluate IT provision and policy regularly.	CF/KF/SM	Specific software for EAL	All children can access IT facilities.	On-going
To provide access arrangements to meet individual's needs when taking exams/assessments and provide support when required.	Adaptation of the assessment suitable for needs.	RC/Teachers	Suitable assessment papers	Improved learning outcomes	On-going
Consider storing video'd lessons on MS Teams; or access online university resources/webinars /events	Understand Teams video capabilities; investigate university offerings	RC/Teachers	Suitable IT platform/bandwidth	Improved learning outcomes & understanding of university's provisions	2021-22
Investigate doing an INSET on any SEN for EAL/support areas where students have needs	Assess which students have needs	RC/Teachers	Funds for specialist support	Improved learning outcomes & understanding of that specific need's provision	2021-22
Consider providing MOOC-type EAL modules	Assess which students would benefit the most needs	RC/EAL Teachers	Funds for recording equipment	Improved learning outcomes	2022-23
Review all components of access to students to see what is and isn't working	Assess which students benefit the most / least	RC/EAL Teachers	Analysis support	Improved learning outcomes	2023-24

Aim – Increase the extent to which disabled students (including those with SEN) can access the College's **physical environment**.

Target	Action Required	Lead	Resources Required	Outcome	Target Completion Date
Consider changing the art prep room to be used as its own access means could be another classroom?	Assess academic facility needs	RC/CF	N/A	Academic facilities list	2021-22
Expand Wifi provision so that its easier for more students to have better Wifi	Negotiate better bandwidth leased line	CF	N/A	Significantly more bandwidth	2021-22
Consider site changes & developments that could add another easily accessible external facility	Review all external facilities for ease of development	CF	N/A	List of options	2021-22
Apply for planning permission to change above facility	Submit all required documents	CF	A few ££k	Successful in application	2022-23
Start development of above facility	All drawings done; contractor agreed; ground broken	CF	Significant ££KK	Work started	2023-24

Aim – Improve the delivery to disabled students of **information** which is readily acceptable to students who are not disabled.

Target	Action Required	Lead	Resources Required	Outcome	Target Completion Date
To ensure the availability of written materials in alternative formats to students, staff, parents/carers and visitors.	To be able to convert written information into alternative formats (e.g. large print, braille, home language etc.) Audit the school library to ensure the availability of large font and easy read texts. Audit of signage around the school to ensure that it is accessible to all.	RC Teachers MJ	Access to services for converting written information into alternative formats. Liaison with Berks Libraries Purchase of large font books and easy read texts. Purchase of adequate signage if required.	The College will be able to provide written information in different formats when required for individual purposes.	As required
Provide more information on website	Upgrade website	MJ	Some ££K	More and better information on website	2021-22
As part of above, look at providing some materials to the general public	Understand what provides best value to public?	MJ	N/A	More materials for potential and actual customers	2022-23
Review how padworthstudents.com information is stored, shared & if it can be improved?	Review the students vs general domain functionalities	MJ	N/A	Better student experience	2022-23
Review information provision to see what static content could become dynamic content?	Research what best in class is in dynamic content	MJ	Some ££k	Better customer experience	2023-24