



Salisbury Sixth Form College

Accessibility Policy

Approved by	Senior Leadership Team
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Review Date	June '21
Written by	Kathryn Clarkson

Accessibility Plan 2019-2020

Purpose of Plan

The purpose of this plan is to show how our educational setting meets accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the college community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing access for disabled students to the college curriculum

This includes teaching and learning and the wider curriculum of the College such as participation in enrichment and cultural activities or visits.

Clubs and Societies - we have a large choice of clubs and societies as a college which are open to all students and any individual access arrangements can be made in order to ensure that all students can access the club they wish to attend.

College trips and visits - access arrangements will be highlighted in Risk Assessments carried out by members of staff to ensure they are suitable for all student's needs.

Improving access to the physical environment of the college

This includes improvements to the physical environment of the College and physical aids to access education;

The current College building was constructed in 2016 and therefore has;

- Level access to the building from the street
- Disabled parking spaces and dropped kerbs in the car park
- Automatic doors
- Wide corridors and internal doors
- Passenger lift to all floors
- Disabled lavatories on all floors
- Disabled shower and change facilities
- Disabled refuge points on each stairwell

Each disabled person's requirements will be addressed on an individual basis (by our SENDCO for students or Business Manager for staff and visitors,) establishing the need for any further support including a Personal Evacuation Plan and Evacuation Equipment.

Improving the delivery of written information to disabled students

The written information that is normally provided by the College to all students is available to disabled students. Handouts and textbooks can be gained from Reception on the entrance to college or from the subject classrooms. Information about college events can be found electronically and can be printed off for students by reception if required.

Individual requests for information will be dealt with on a one to one basis.

Financial Planning and control

The Principal and SLT and Governing Body will review the financial implications of the accessibility plan as part of the normal budget review process.

Conclusion

The College will assess individual accessibility needs when a student informs the College, they have applied to enrol with us, and brought to our attention their accessibility requirements within their Enrolment Interview. The College will create any individual action plan, where necessary and complete relevant risk assessments ready for the student's arrival to College.