



THINKING
SCHOOLS
ACADEMY TRUST

BRIXHAM COLLEGE

Accessibility Plan

Ratified by the Regional Governing Board
Policy to be reviewed

BC September 2024
BC September 2026

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Colleges and Local Authorities have to carry out accessibility planning for disabled students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Brixham College's accessibility plans are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of Colleges to enable disabled students to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled students
- We recognise the need to provide adequate resources for implementing plans and will regularly review them.
- Our College's previous access plans were incorporated into a Disability Equality Scheme/Single Equality Scheme and build on those foundations.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has 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.”

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoveries and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

The College values all students and staff and wishes to ensure that its practices are fully inclusive. No student or member of staff should be disadvantaged by reason of disability.

The College will in all cases make reasonable adjustments to accommodate staff and students with disabilities.

Determining Priorities

In order to inform planning, the College will analyse information about:

- The nature of the College population for whom the College is planning
- The nature of the College, including a consideration of the impact of the College's existing plans and priorities
- The needs of students already in College and moving through it
- The nature of the future intake (advance information from feeder primary schools)

The College regularly reviews the College's strengths and weaknesses in working with disabled students, including:

- The level of staff awareness of Equalities legislation
- The presence of disabled students and their participation in the life of the College, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled students have limited or no access, the participation of disabled students in after College clubs and College visits, parts of the College to which disabled students have no or limited access.
- The impact on disabled students of the way the College is organised, for example, College policies and practices around the administration of medicines, time-tabling, anti-bullying policy, College trips and teaching and learning
- The physical environment of the College
- The curriculum
- The ways in which information is currently provided for disabled students
- Outcomes for disabled students

Involving disabled people

The plan is informed by:

- The views and aspirations of disabled students themselves
- The views and aspirations of the families of disabled students
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

The plans

Planning improvements covers the following areas

- The physical environment
- Access to education, benefits, facilities and services (the whole life of the College) and
- Access to information usually provided in written form

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	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Ensure that curriculum is representative of both our school community and the wider community.</p> <p>Review target setting to ensure that they are aspirational and motivational for all students.</p>	<p>Yearly curriculum reviews.</p> <p>Yearly</p>	<p>HODs</p> <p>Data manager/SLT</p>	<p>Annually</p> <p>Annually</p>	<p>Students' feel they are represented.</p> <p>Targets are appropriate for all students.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> • Seating • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Colour of walls and door frames for visually impaired people 	<p>Ensure that the physical environment is accessible to all.</p> <p>Immediate barriers are anticipated and removed.</p>	<p>Review of the site.</p> <p>Using information about pupils to anticipate barriers and remove them before they become problematic.</p>	<p>Site Team</p> <p>SENDCo</p>	<p>Termly</p> <p>Yearly (for Y6 into 7 transition)</p> <p>As needed for new pupils</p>	<p>Site is accessible to all with any anticipated barriers removed</p> <p>Barriers to access are evaluated and removed.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information</p>	<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Digital, audio or video formats 	<p>Ensure that all stakeholders can access communication with a focus on ensuring clarity and coherence.</p>	<p>Review external communications</p> <p>Review signage around the site</p> <p>Collaborate with the trust to ensure best use of assistive technology and AI</p>	<p>Principal/Office Manager</p> <p>Site Team</p> <p>Digital Learning Lead</p>	<p>Half termly</p> <p>Termly</p> <p>Yearly</p>	<p>External communications are clear and understood by all</p> <p>Signage is clear and fit for purpose with any broken, damaged or unclear signs removed.</p> <p>Assistive technology and AI is used to support all.</p>