

# Accessibility plan

## Pulse and Water College



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| <b>Approved by:</b>        | Temi Ladenika | <b>Date:</b> November 2022 |
| <b>Last reviewed on:</b>   | November 2022 |                            |
| <b>Next review due by:</b> | November 2025 |                            |

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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
- Improve the availability of accessible information to disabled pupils

PWC aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our college is a learning community where we want everyone, learners, staff and parents/carers and visitors, to feel welcome, safe, and to be valued.

The plan will be made available online on the school website, and paper copies are available upon request.

We also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

PWC supports any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim  | <b>Current good practice</b><br><i>Include established practice and practice under development</i>  | <b>Objectives</b><br><i>State short, medium and long-term objectives</i>   | Actions to be taken  | Person responsible                                      | Date to complete actions by   | Success criteria   |
|--|---|--|--|---|---|--|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All Pupils with SEND have an EHCP plan which informs how best to support pupils</p> | <p>Plans to be created outlining the needs of every student with SEND. This may be already be covered by the EHCP plan in which case the school should implement the plan within a reasonable timeframe to ensure that all children have access to the curriculum.</p> | <p>Every new student with SEN should be given a provisional accessibility plan if awaiting an EHCP plan.</p> | <p>Head of SEN and Additional Needs –Alex Benavides</p> | <p>Plans should be created and implemented within 4 weeks of joining the school</p> | <p>Students placed by the Local Authority SEND Department have accessibility through EHCPs.</p> <p>All students with SEND have accessibility plans through student SEN profiles</p> <p>All students with EHCPs have Personal Plans</p> |

|  |   |   |   |                                       |                |   |
|--|---|---|---|---------------------------------------|----------------|---|
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is equipped to meet the needs of pupils as required.</p>   | <p>The College moved to a ground floor location in September 2021</p> | <p>Ensure physical and environmental accessibility.</p> | <p>Proprietor -<br/>Temi Ladenika</p> | <p>Ongoing</p> | <p>All students are able to access the school site.</p>   |
|  | <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• lifts</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• bookshelves at wheelchair-accessible height</li> </ul> |   |   |                                       |                | <p>The corridors are ample for wheelchair access.</p> <p>There is a dedicated accessible toilet with support bars</p> <p>Storage is at wheelchair accessible height</p> |

|  |  |   |  |                                    |                |  |
|--|--|---|--|------------------------------------|----------------|--|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Where students need additional help (for example with reading or writing) assistant tutors are available to work with that student.</p> <p>Or, if more appropriate, students can work with a tutor on a 1 to 1 basis.</p> | <p>To maintain a low student- teacher ratio</p> <p>To provide 1-1 learning opportunities.</p> <p>To provide a range of augmentative devices and specialist skills to enhance individual learner access for learners with any type of disability</p> <p>To provide intervention space within the day to day curriculum</p> | <p>To maintain a flexible 8:1 student staff ratio across the school.</p> <p>To ensure that one to one teaching is assessed and provided as a part of the referral system.</p> <p>To acquire augmentative devices where needed</p> <p>To arrange specialist skills e.g. counselling, SALT</p> | <p>Principal- Dr Temi Ladenika</p> | <p>Ongoing</p> | <p>Low student staff ratios are maintained.</p> <p>One to one teaching is assessed and provided as a part of the referral system</p> <p>Augmentative devices e.g. computer systems are provided where needed.</p> <p>Provision of a furnished counselling room and arrangements made for a counsellor to work with students requiring counselling support.</p> |
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|--|--|--|--|--|--|---|
|  |  |  |  |  |  | <p>Speech and language therapy hours purchased on demand.</p> |
|--|--|--|--|--|--|---|

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## **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Proprietor

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Safeguarding Policy

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

| Feature           | Description                     | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|---------------------------------|---------------------|--------------------|-----------------------------|
| Number of storeys | 1 Ground Floor                  | No action needed    | Proprietor         | N/A                         |
| Corridor access   | Good access for wheelchair user | No action needed    | Proprietor         | N/A                         |
| Lifts             | n/A                             | No action needed    | Proprietor         | N/A                         |
| Parking bays      | On street parking               |                     |                    |                             |
| Entrances         | Ramped entrance                 | No action needed    | Proprietor         | N/A                         |
| Ramps             | Available                       | No action needed    | Proprietor         | N/A                         |
| Toilets           | Accessible                      | No action needed    | Proprietor         | N/A                         |
| Reception area    | Accessible                      | No action needed    | Proprietor         | N/A                         |
| Internal signage  | Accessible                      | No action needed    | Proprietor         | N/A                         |

|                         |                      |                  |            |     |
|-------------------------|----------------------|------------------|------------|-----|
| Emergency escape routes | 3 options Accessible | No action needed | Proprietor | N/A |
|-------------------------|----------------------|------------------|------------|-----|