

Pendle Vale College Accessibility Plan



Document Control:

This document has been approved for operation within:	Pendle Vale College				
Owner	Pendle Vale College				
Date effective from	November 25	Date of next review	November 29	Review period	Every 3 Years

Aims

This plan outlines how Pendle Vale College aims to improve access to education for students with disabilities as required by the planning duties in the Equality Act 2010.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The plan will be made available online on the school website, and paper copies are available upon request. Pendle Vale College is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability.

The plan is resourced, implemented, reviewed and revised in consultation with students' parents, the headteacher and other relevant members of staff, governors and external partners.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

<u>Aim</u>	<u>Who</u>	<u>Date to complete actions by</u>	<u>Success Criteria</u>
Increase access to the curriculum for students with a disability.	SENCO	On-going according to student's needs.	<ul style="list-style-type: none"> Students know the importance of respecting differences and upholding college values. Students know their aspirations and no matter their starting point, can make progress and reach their potential. Students are empowered to look after their own physical and mental health and wellbeing. Students have functional English and maths skills and knowledge to access all curriculum learning. Students feel safe and can independently/with intervention seek out support for all aspects of school life. Students preferred formatting of documentation and communication (e.g., Irlen, dyslexia, large print, induction loops and visual aids) is made available within the classroom and within a reasonable timeframe. Students who may need specialist equipment to access the curriculum (eg. Adjustable tables, Ramps, IT devices, and AAC devices) is made available to students and within a reasonable timeframe.
Improve and maintain access to the physical environment.	Business Manager Site Team	On-going	<ul style="list-style-type: none"> All students have free access around all school buildings, Navigating between environments with ease and safety.