

SWANMORE COLLEGE OF TECHNOLOGY

Accessibility Plan

'Supporting each other to succeed'

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DCSF in July 2002.

Swanmore is a specialist College of Technology which strives to provide a community setting where:

- everyone is valued and respected
- kindness and good humour are held in high regard
- effort and achievement are celebrated
- everyone is supported and included
- failure can be positively turned into success
- endeavour and commitment are treasured
- enterprise is encouraged
- everyone feels safe and secure
- healthy lifestyles are promoted
- happiness, fun and contentment are important
- everyone is encouraged to develop and appreciate that learning is for life

Objective

The primary objective of this plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the college community for all learners, and prospective learners, with a disability. This will allow all learners to fulfil their potential.

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows:

"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."

The definition is broad and might include people with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, people who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

It is distinct from Special Educational Needs. The Education Act (1996) says that "a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her." Some pupils who have SEN will also be defined as having a disability under the DDA. However, not all children who are defined as disabled under the DDA will

have SEN. For example, those with severe asthma, arthritis, or diabetes may not have SEN, but may have rights under the DDA.

Principles

Swanmore College of Technology values diversity and aims to encourage respect for every individual.

The college recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act (SENDA), 2001):

- not to discriminate against disabled learners in admissions, exclusions, provision of education and associated services
- not to treat disabled learners less favourably
- to take reasonable steps to avoid putting disabled learners at a substantial disadvantage
- To ensure that parents and others are aware of their rights with regard to recourse or appeal to the SEN and Disability Tribunal
- To publish an accessibility plan, covering environmental, curriculum and information access

In addition the college has a duty to promote understanding of the needs of people with disabilities amongst all staff and pupils and to take active steps to reduce prejudice and discrimination.

The college recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's rights to confidentiality

The college provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

Compliance with the DDA is consistent with the college's aims and equality policy and the operation of the colleges Special Educational Needs (SEN) policy.

Activity

a) Education and related activities

The college will continue to seek and follow the advice of Children's Services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts

b) Physical environment

The college will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future Improvements and Refurbishments of the site and premises. Giving consideration to improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The college will make itself aware of local services including those provided through the LA, for providing information in alternative formats when required or requested.

Promotion of policy to staff

The college will:

- ensure that all staff are aware of their responsibilities to pupils, adult learners and visitors and that regular and appropriate training is provided

Monitoring, evaluation and review

The governing body is the 'responsible body' under the terms of the DDA. The governors are responsible for making sure that this plan and associated procedures are followed. The Headteacher shares this responsibility and is also responsible for ensuring that the plan is readily available, regularly evaluated and reviewed. All staff are responsible for dealing with incidents which contravene the objectives of this plan.

Action Plan

Available on request

Linked Policies

This plan will contribute to the review and revision of related college policies e.g.

Admissions

Behaviour

Curriculum

Equality

Special Educational Needs

Health & Safety

College Improvement Plan