

ACCESSIBILITY PLAN: Strathmore College 2025 - 2026

Introduction

The accessibility plan shows how school/college access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments wherever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people 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 children and young people/students with a disability that they have:

- total access to our environment, curriculum and information and,
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
 - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled children and young people less favourably
 - To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
 - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person'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 children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross referenced in the SAR/SDP/CIP & SEF/SER as appropriate.

Increasing Access for disabled children and young people to the curriculum

This includes teaching and learning and the wider curriculum of the school/college such as participation in after school/college clubs, leisure and cultural activities and educational visits.

List key actions here:

- Documents created in line with EHCP and Annual review documentation and, specifically, in conjunction with parents and carers to ensure
- identification of key SMART targets that will remove barriers to education. These are created and reviewed on a half-termly and termly basis.
- Student support plans created for each student as a pro-active measure to ensure all staff are aware of triggers that may lead to
- dysregulation in students and subsequently effective strategies to support students.
- Termly assessment identifies, through tutor assessment and question level analysis, academic gaps that are preventing each young
- person to be in line with their age related expectation. A robust intervention programme is implemented to ensure that gaps identified can
- be closed.
- Personalisation of the curriculum. Identified in planning and considers the academic and personal barriers each individual young person has.
- Wide variety of resources used to support the varying needs of students
- Staff CPD and development through QA process to ensure training is implemented to support understanding of variety of needs Use of assisted technology and ICT to enhance learning within the curriculum.

Improving access to the physical environment of the school/college

This includes improvements to the physical environment of the school/college and physical aids to access education and to evacuate the school/college safely.

List key actions here:

- The college is aware of the access needs of disabled students, staff, governors, parents/carers and other visitors.
- Layout and teaching environments of the college are decided upon with recognition and consideration of physical needs of the students.
- Students sensory needs are considered, specifically around noise and light, and adjusted accordingly based upon needs of the cohort.
- All needs are considered regarding evacuation of students and staff including the use of PEEPs where required for emergency evacuation.
- Monitoring of visual and auditory environment of the college is done through timely audits, environment walkrounds, lesson observations and learning walks.

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school/college to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school/college events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people's disabilities and children and young people's and parents preferred formats (e.g Makaton/PECS/ alternative language such as Welsh) and be made available within a reasonable time frame.

List key actions here:

- • Develop delivery of information in writing in an appropriate format where require i.e. visual impairments or communication needs
- • Ensure information can be presented in other languages where identified as a need.

- • Review information sent to parents/carers to ensure it is accessible
- • Ensure staff are aware of guidance through induction period.

Financial Planning and control

The Head teacher/Principal and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

List key actions here:

- • Where additional resources are required, the SLT will complete a business case and Capex.

Accessibility Action Plan: Strathmore College 2025 - 2026

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes

ACCESS TO THE PHYSICAL ENVIRONMENT					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
College is aware of access needs of all	<ul style="list-style-type: none"> - Create individual risk assessments for all students - Create access plans for individual disabled young people where required. - Ensure all visitors, including prospective students and job applicants have had their needs considered in regards to appropriate access. - Work with placing authority specialist advisory tutors to support with specific disabilities and how to meet needs. 	SLT MLT WBT	On going documents		
Pupils with sensory impairments needs considered	<ul style="list-style-type: none"> Work with placing authority and advisory teachers and seek guidance and support. - Follow all physical guidance in relation 	SLT WBT SITE MANAGER	As and when required		

	to ground markings and physical environment of learning spaces.				
Layout and allocation of classrooms best meets needs of students within the college	- Consider all needs of staff/students with disabilities.	SLT	ON GOING		
Sensory environments are monitored	Audits and environment checks from therapy team and SALT and WBT - Ensure considered in line with individual student needs. - Staff to implement guidance from audits and checks.	SLT	ON GOING		
Ensure access to main site for all	- Accessibility to each unit is through a single front door – there are also double access doors to the rear of each unit. All facilities are at ground level enabling access for all - Checks to be complete with all new starters (staff and students) and all visitors to ensure temporary access support can be implemented	SLT / SITE MANAGERS	ON GOING		
Ensure all can be safely evacuated in an emergency.	- Ensure all staff through training are aware of their responsibilities - Ensure PEEPs in place for those young people who require additional considerations in the event of an emergency evacuation. - Ensure drills carried out and all staff aware of fire marshals within the site.	SLT / SITE MANAGERS All staff	On going		

ENSURING INCLUSION IN THE SCHOOL/COLLEGE COMMUNITY

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes

ACCESS TO THE CURRICULUM

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Ensure that all college trips and any residential visits are accessible for students with learning or physical disabilities	<ul style="list-style-type: none"> - Thorough planning of trips. - Staff to undertake visits in advance. - Ensure that risk assessments are in place. 	SLT TUTORS / TRIP LEADERS	On going as and when trips occur		
Availability of written material in alternative formats	- College makes itself aware of the services available through Aspris, for converting written information into alternative formats, eg pictorial visuals	SLT / MLT	As required		
Use of EHCP outcomes to ensure key milestones and outcomes set in EHCP are met.	<ul style="list-style-type: none"> - Staff training on use of outcomes - QA process of T&L to ensure targets are being addressed. - Monitoring of parent/carer involvement in process. 	SLT / MLT / WBT	On entry the students milestones are discussed and targets are drawn up following rigorous assessment period		
Use of support plans for proactive behaviour management support.	<ul style="list-style-type: none"> - Training delivered to staff - Shared with parents/carers and placing authorities 	SLT	On entry and kept updated		

Use of effective and accurate assessment to identify gaps in learning	<ul style="list-style-type: none"> - Training on secure assessment with staff - Training on writing moderation - Writing moderations - Student progress meetings and subject lead meetings 	SLT / MLT			
Personalisation of the curriculum	<ul style="list-style-type: none"> Training to staff throughout the year on effective personalisation and direction of TA. - Monitoring of planning through QA process. - Screenings and assessments by therapy team and SEN Lead 	SLT / MLT	On going		
Wide variety of resources being used to meet need – Including use of ICT and assisted technologies	<ul style="list-style-type: none"> - Audit of resources by session leaders - Ensure resources available - Ensure ICT opportunities for all staff and students 	SLT / MLT	Annual review on resources		
Therapy provision to ensure reduction of impact of additional needs, specifically sensory integration and social communication	<ul style="list-style-type: none"> - Therapy team implemented - Constant CPD to all staff - Monitored by SLT <ul style="list-style-type: none"> - Assessments in place 	SLT / WBT	As required		
Continue to raise staff awareness of disabilities issues	<ul style="list-style-type: none"> - Ensure that all staff complete mandatory Learning Lounge training modules 	SLT / MLT	On going and staff full training on certain areas annually		

ACCESS TO INFORMATION ADVICE & GUIDANCE

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Develop delivery of information in writing in an appropriate format where required.	-Provide suitably enlarged print, braille versions where required, use of coloured backgrounds (information taken from students EHCP)	ADMIN SLT	On going		
Ensure information can be offered in other languages	-Ensure access to translators of other languages, including Makaton	ADMIN SLT	On going		
Review information sent to parents to ensure it is accessible	-Ensure information provided is clear and presented in a format which is easily accessible -Have awareness of any access needs of parents in regard to accessing information and ensure those needs are accounted for on an individual level. -Staff to ensure that parents have support in regard to completion of forms.	ADMIN SLT	On going		