



FOUNDRY COLLEGE

ACCESSIBILITY PLAN

Document Control Information

Version	DATE	DESCRIPTION
2	10/2016	Revised to fall in line with statutory guidance
3	11/2019	Minor amendments

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Responsibility	Jay Blundell
Committee	Resources
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Signed	John Bayes

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Management Committee has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of discrimination categories. Children will be helped to appreciate that they are members of the wider community in its richness and diversity. The curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

We are working within a national framework for educational inclusion provided by:

- Inclusive Schooling (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEND Revised Code of Practice 2014
- The Disability Discrimination Act 1995 (amended for school 2001)
- Code of Practice for Schools 2004 (Disability Rights Commission - DRC)

Principles

- When performing their duties, all staff and Management Committee members will have regard to the DRC Code of Practice (2004)
- Compliance with the requirements of the DDA is key to all College policies.
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to education means making a full College life accessible to the disabled pupil, including extracurricular activities and events
- The College provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The College recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The College recognises the parents' and child's right to confidentiality

This plan sets out the proposals of Foundry College and the Management Committee to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the College curriculum
- improving the environment of the College to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Our College Vision Statement underpins all our policies creating a safe, respectful learning environment for all

- Provide a centre of excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners to fulfil their potential in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life

Key Objective and Responsibilities

To create a rich environment which enables disabled pupils, their parents and staff to participate fully in the College community by identifying and eliminating barriers that could prevent this.

The College recognises that the following are key responsibilities underpinning the planning duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils, their parents or staff at a substantial disadvantage
- to publish an Accessibility Plan

Activity

The College will undertake to meet its key objective by developing three specific areas:

Access to the Curriculum

The College undertakes to:

- assess its Curriculum provision on a regular basis, and to use this information to better tailor it to pupil requirements
- create a challenging curriculum where suitable learning challenges are set and progress of individuals' achievements can be assessed
- seek and follow the advice of services including other schools, Occupational Health, Educational Psychologists, the LA, the Government, and independent bodies to achieve best practice
- continue to follow and endorse the key principles of the National Curriculum Framework

Access to the Physical Environment

The College will:

- audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- consider how different impairments have specific requirements and can be best catered for within the College environment
- consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health provision
- seek and follow the advice of services such as other schools, Occupational Health, Educational Psychologists, the LA, the Government, and independent bodies to achieve best practice

Access to Information

The College will:

- audit existing methods of providing information and media utilised and develop these to improve accessibility
- work with local schools, LA and local support services to source best materials at an appropriate cost
- include parents and pupils in the choice of the most suitable media for the disabled child

Linked Policies

This plan will contribute to the review and revision of related College policies, for example:

- Special Educational Needs and Disability (SEND) and Local Offer Policy
- Equal Opportunity Policy
- Health and Safety Policy

ACCESSIBILITY PLAN 2019-2022

WHEN	PRIORITIES	HOW	SUCCESS MEASURES
Short Term and Ongoing	Ensure compliance with DDA and Code of Practice (COP)	Staff Meetings Guidance Notes MC Meetings	College complies with DDA and COP requirements
Medium Term	Liaise with mainstream and special schools to share good practice and strategies	Arrange visits for staff to observe working practices	Increase staff confidence and competence in delivering the curriculum to pupils with disabilities
	Training for teachers on differentiating the curriculum	Designated staff to deliver training sessions to staff	Teachers are able to fully meet the requirements of pupils' needs in accessing the curriculum
Long Term	Improve access to curriculum by use of assistive technology	To consult with external specialist on assistive technology	Increase pupils' independence in accessing the curriculum and ICT