



CONNELL
CO-OP COLLEGE

Accessibility Plan

- College name: Connell Co-op College
- Date of plan: September 2022
- Review date September 2023

The College's aims

To embrace a partnership between the school and home Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability Students will be helped to appreciate that they are members of the wider community in its richness and diversity 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 School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2005)
- Code of Practice for Schools (Disability Rights Commission) [Compliance from 2015](#)

The Accessibility Plan takes careful account of the Equality Act 2010 and is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Principal/Governing Body of the College to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability and Discrimination Act:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. It is a requirement that the college's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The College Context

- College entrance and car parking bays
- Broad and balanced curriculum
- Toilets
- Inclusive curriculum
- Trips

The College Context Connell Co op College, built in 2014, is fully DDA compliant internally and externally. Connell college is actively improving accessibility for children, young people and visitors and is accessible by disabled or wheelchair users. The roadways, footpaths and car parks are all accessible to those with disabilities and there are disabled car parking bays. School entrances have ramp access and there are accessible toilets. Students and staff with access requirements will use designated entrances and there is a lift to access both upper floors.

We provide all children and young people with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum: Setting suitable learning challenges, responding to the diverse learning needs of young people, overcoming potential barriers to learning and assessment for individuals and groups of children and young people. All students have access to all relevant college trips.

The Equality Act (2010) states that a person has a disability if:

They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties.

The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

Connell Co-op College recognise their duty under the Equality Act (2010) The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a college or other education provider to treat a disabled child or

young person unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

Scope of the Accessibility Plan

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Connell for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective students.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at Connell Co-op College.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

Management

Accessibility action planning will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review Connell Co-op College policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review Connell Co-op College's Accessibility Plan.
- To continue to review Connell Co-op College SEND Policy.

Monitoring

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum. We will monitor the following:

- Admissions

- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- Post-18 destinations

Teaching and Learning Support

As set out in the SEND Policy, Connell Co op College has procedures for dealing with accessibility in advance of a young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the College, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials,
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- personalised provision and support

Other related College policies:

Equality for disabled children and young people is included as an explicit aim in all of our policies and this Accessibility Plan is supported by the following documents:

- Equal Opportunities Policy
- Disability Equality Scheme
- Teaching and Learning Policy
- Supporting students with medical needs
- Admissions Policy
- Mindset for Learning Policy
- Safeguarding and Child Protection Policy
- Academy Improvement Plan
- Policy for Academy visits and excursions
- SEND Policy
- SEN Information