



ACCESSIBILITY PLAN 2023-2026

Ethos and Aims

Scarborough College strives to be a fully inclusive and welcoming College and therefore aims to ensure that each and every pupil can participate fully in the life of College.

Definition of Disability and Scope of the Plan

A child or young person is disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The College's Accessibility Plan contains relevant actions to:

- Increase the extent to which disabled pupils can participate in the College's curriculum
- Improve the College's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the College, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

How the Plan is Constructed

The College's senior management team, along with co-opted additional members of staff whose expertise in any field would be of assistance:

- Review the College's policies, procedures and facilities, as they are likely to affect pupils and prospective pupils who are disabled
- Make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
- Prepare the College's SEND policy
- Prepare the College's Accessibility Plan
- Review such plans and policies as necessary and at least on an annual basis

The following areas have been considered when developing and reviewing the plan: Admissions, Attainment, Attendance, Exclusion, Education, Extra-curricular activities, Governing body representation, Physical College environment, Selection and recruitment of staff, Sporting education and activities, Staff training, Welfare.

The College has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed in to the plan before the arrival of the new pupils.

The plan and targets are widely circulated to all teaching and support staff, pupils and parents.

How the Plan is Reviewed and Monitored

There is a formal review of the implementation of the plan by the full governing board. The senior management team provides a full report and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The College's Governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. A new plan will be drawn up every three years. The plan should be read in conjunction with the College's Admissions Policy and SEND Policy.

Policy Prepared by:

Alison Higgins - Business Manager

Person Responsible for Updates	Date Last Reviewed	Next Review Due
Alison Higgins	May 2023	May 2026

IMPROVING PHYSICAL ACCESS

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION/REVIEW
Ongoing	Prompt production of risk assessments for any child with a mobility problem following an injury/accident	Ensure safety of movement of any child with a mobility problem following an accident/injury	Ongoing	Health and Safety Officer	Improved safety and ease of movement
Ongoing	Review the provision of suitable access to the boarding accommodation for children with visual and aural impairment, disability and/or wheelchair users	Improved access to boarding accommodation	Ongoing	Business Manager in conjunction with Health and Safety Officer	New 6 th form boarding house has purpose built disabled facilities. Review of other boarding houses ongoing with attention paid to this area in any redesign
Short term	Improve physical access to the College	Increasing access to upper floors of the college avoiding total reliance on ground level	2023-2026	Business Manager in conjunction with the Health and Safety Officer, with guidance from College architects.	Awaiting review in May 2026
Medium term	Increase/improve access for visual and aurally disabled people and wheelchair users	Installation of hearing loops along with an aural loop. Installation of lower doorbells. Ramp access to dining hall and other external entrances	2023 onwards	Business Manager, Health and Safety Officer and Estates Manager	Awaiting review in May 2026
Medium term	Construction/refurbishment of boarding facilities.	New boarding facilities that are adaptable for disabled pupils and staff	2023 onwards	Business Manager, Health and Safety Officer and Estates Manager	Awaiting review in May 2026

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION/REVIEW
Long term	Construction/refurbishment of art block	New classroom facilities that encompass building regulations in regards to disabled users	20203 onwards	Business Manager, Health and Safety Officer and Estates Manager	Awaiting review in May 2025
Long term	Refurbishment of the science entrance	New entrance that encompasses building regulations in regards to disabled users	2023 onwards	Business Manager, Health and Safety Officer and Estates Manager	Awaiting review in May 2025

INCREASING CURRICULUM ACCESS

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION/REVIEW
To ensure curriculum adjustments ensure fair access for all					
Short term	Ensure all staff have access to the inclusion information of students who they teach to ensure they can plan and deliver to meet their needs.	<p>ISAMS to contain all SEND students</p> <p>Staff SEND folder in google to store all relevant information.</p> <p>Hard copy of documentation to be kept secure in department office</p> <p>Creation of Pupil Passports for all students</p>	<p>Full input by Week 4 Autumn term. To be added to as students are identified.</p> <p>End of Autumn Term and to be reviewed in the Summer term. Ongoing - to be added to as students are identified</p>	<p>Admin/AC</p> <p>AC/LS Department</p> <p>AC/LS Department</p> <p>AC/LS Department/ parents and student</p>	Summer Term 2024

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION/REVIEW
To ensure curriculum adjustments ensure fair access for all					
Medium Term	To offer planning support for teachers to ensure they are well equipped to meet their pupils' needs.	<p>Departmental audit of SEN resources to be completed</p> <p>Attendance of Departmental meetings when invited to support strategies for students</p> <p>Introduction of 'SEND Help' - weekly support resources sent to all teachers.</p> <p>Discussions with students to determine use of resources to allow access / use google doc survey tool</p>	<p>First half of Spring Term prior to budget requests As requested</p> <p>Weekly</p> <p>Termly</p>	<p>AC/HOD's/CB</p> <p>AC/REL</p> <p>AC</p> <p>AC/LS Department</p>	Annually
Long term	<p>TAs & support staff to regularly work in-class with key pupils to ensure that their support and adjustments are reviewed regularly and suitable to meet their needs.</p> <p>To use read and write gold across the whole school to allow access for student who feel it will assist their learning</p>	<p>TA support request form to all staff.</p> <p>Deployment of TA's in accordance with needs</p> <p>Staff to use google doc / slides to allow independent use of interactive software</p>	Termly	AC/all staff	Annually - Summer term

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION/REVIEW
Ensure teaching and learning methods and environment support pupils with emotional and behavioural difficulties					
Medium term	Clear behaviour policy for ADHD and ASD students	Develop individualised behaviour programmes for students with social and emotional needs / reviewed with student and staff, as required, for tier 2 and/or 3 students	As students are identified to require this	AC/Pastoral HOT/teachers	Termly
Short term	Safe space for students	Area to be created and monitored for students in LS and appropriateness reviewed	Termly	AC/AH/LS department	Annually
Medium term	Intervention programmed support e.g. social skills	As staffing develops, create a weekly intervention group for identified KS2 and 3 students, on a rotational basis, addressing social skills	Termly	AC/staff given specific responsibility	Summer Term, Annually
Provision in place to allow access to extra-curricular opportunities					
Long term	Openly encouraged to join clubs and/or create clubs	Clubs of all interests to be available in EP. Parental suggestions to be considered Student requests encouraged	Termly	Tutors/pupils/parents	Autumn 2024

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION/REVIEW
To improve literacy and numeracy levels of pupils below age expectations					
Long Term	Screening of all year 7 pupils	Screening data and tracking data to be shared with HOD's / departments to allow SMART targets to be set and monitored as per departmental policy	Autumn term	AC/TA's/HOD's	Summer Term 2024
To ensure all students can access examinations					
Long term	Implement Lucid Exact to screen for exam access arrangements needs and used as a screening tool for referrals	All Year 9 pupils to be screened annually in the summer term prior to starting GCSE courses Referred student to screened with Lucid	AC/REL/CB/DV Academic Budget	Summer term/as required	Autumn 2024
Medium term	Introduce Text Help Read and Write Gold Exam Package for students who require a reader and scribe in their GCSE	Identify students who require this facility in year 10 to rehearse use of text to speech for normal way of working prior to JCQ January deadline	AC/REL/CB - academic budget	As students require - identified in Spring year 10	Autumn 2024

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION/REVIEW
To improve whole school knowledge of Disability					
Long Term	Develop areas whereby assemblies, PSHE can be used to develop awareness	Discussion with TC, HOT and PSHE lead to determine viability	As required	AC/TC /HR /HOT/JL	Summer 2024
Long term	Document and implement "Assess, Plan, Do, Review" (APDR) process for SEND provision across both Prep and Senior School	Involve staff in phase 1 of APDR to develop quality first class teaching, along with parents and student for newly identified students across Prep and Senior school and current yr. 7-9	Ongoing	AC/REL/LS/teachers	Summer 2024

Ensure staff have sound understanding of inclusion, various forms of SEND and how best to support these pupils					
Long Term	Regular training for all staff	Audit for staff requests through google forms and a schedule to be created	To be scheduled after the audit	AC/CB/SLT	Summer 2024
Short term	SEND information regarding identification and strategies to be easily accessible for all staff	SEND Staff folder Hard copy	End of Autumn term	AC	Annually - Summer Term
Long term	SEND students to be discussed regularly in meetings and fed back to SENCo as appropriate	Item on all departmental meeting agendas	As departments schedule meetings	HOD's/departments	Summer 2024
Medium term	Use of a TA and teacher/TA responsibilities to be clarified to ensure consistent approach to support	Training for TA's INSET training for Staff	Annually	AC/TA/CB	Summer 2024

IMPROVING DELIVERY OF WRITTEN INFORMATION

TIMEFRAME	PROJECT	OUTCOME/SUCCESS CRITERIA	TIMESCALE	BUDGET/RESPONSIBILITY	EVALUATION /REVIEW
2024/25	Make available school prospectus, Horizons magazine and other information for parents in alternative formats such as large print, Braille, mp3 etc.	Review all school publications and make those in need of alternative forms of communication aware of their availability.	Ongoing as new items are produced.	RW	July 2024