

Cherwell College Oxford

Pre-University Tutorial College

Accessibility Plan

Learning and Progress for all, regardless of need

This accessibility plan is linked to the following policies and documents:

- Safeguarding and Child-protection policy
- Special Educational Needs (SEN) Policy
- Admissions policy
- Anti-bullying policy

1. Introduction

Our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and assured that there will be clarity of provision for them.

All learners are valued and every child matters.

The college aims to treat all students fairly and with respect.

We provide access and opportunities for all students, without discrimination of any kind.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled students

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

2. Definition of Disability (Section 6, the EA 2010)

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.

It further states:

This covers physical or mental impairments; this includes sensory impairments, such as those affecting sight or hearing.

The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are known as learning difficulties.

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Consequently, the College has three key duties towards disabled students under Part 6 of the EA 2010:

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

3. College Information

The College provides supportive education through the Welfare, SENCo & Supported Learning Officer who work closely with the College tutors and the Academic team.

The College ensures all students feel welcome irrespective of race, colour, creed, or impairment.

The College has provision to enrol students with learning differences such as Dyslexia, Dyspraxia, Autism and Asperger's Syndrome. The College also has provision to enrol students with a physical disability.

The College also employs: *a Clinical Psychologist; Occupational Therapist (OT); Speech & Language Therapist (SpLT); and an Educational Psychologist.*

The College is working closely with, and guided by, our Occupational Therapist to provide and improve facilities and resources to enable students with disabilities to be comfortably engaged with learning and to become a dynamic member of the student cohort.

E.g., lifts; ramps; student disabled access bedrooms; disabled access to toilets; taps; saddle chairs; wheelchair accessible rooms; height adjustable desks and chairs; assistive technology (e.g. alternative keyboards); hand grips; appropriate cutlery.

4. The Accessibility Plan

This Plan sets out the proposals to increase access to education for disabled students in the three key areas as required by the EA 2010:

- Increasing the extent to which disabled students can participate in the College curriculum
- Improving the environment of the College to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled. The information should take account of the students' disabilities and the preferred to be made available within a reasonable timeframe.

The Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported annually.

Annexe 1 is a set of action plans showing how the College will address the priorities identified in the Plan.

5. Starting points

4a: Vision and values

Cherwell College Oxford will strive to provide all students with the means to achieve their maximum potential and to develop individual responsibility and respect for the rights of others by:

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- ✓ Pursuing the highest standards in teaching
- ✓ Providing an excellent learning environment
- ✓ Giving equal access to a broad well-resourced and challenging curriculum
- ✓ Achieving a partnership between students, parents and the College.

The College has high ambitions for their students with disabilities and expects them to achieve in every aspect of the College life.

The College's commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The College:

- ✓ Sets suitable learning challenges
- ✓ Responds to students' diverse needs
- ✓ Overcomes potential barriers to learning and assessment for individuals and groups of students.

6. College Audit: Curriculum

There are no areas of the curriculum to which the existing students with disabilities do not have access or participate in (including cultural and social events). Cherwell College Oxford focuses on personalised learning / differentiation and deployment of support. The College ensures that staff feel empowered regarding the needs of students and have access to all the relevant available data.

7. College Audit: Physical Environment

All ground-floor doorways are accessible by wheelchair.

8. College Audit: Educational Trips and Visits

Students with disabilities have access to off-site activities such as educational trips and visits with the necessary risk assessments undertaken and outcomes implemented. Support staff accompany students where required. The College has its own Minibus.

9. College Audit: Outcomes

Any SEN student is able to access appropriate areas of the College and all aspects of the curriculum. Some aspects of differentiation could be improved to support the academic achievement of students - Continuing Professional Development (CPD) sessions will address this.

Extra-curricular activities are available to all students. Examples range from visits to: museums; art galleries; concerts; National Trust venues; stately homes.

10. Views of those consulted during the development of this Plan

Cherwell College Oxford Accessibility Plan has been prepared by the involvement of and consultation with:

- ✓ Academic staff; Welfare staff
- ✓ SENCo & Assistant SENCo
- ✓ Management Team
- ✓ Clinical Psychologist; Educational Psychologist; Occupational Therapist; Speech and Language Therapist

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The consultation was led and managed by the College Principal and Vice-Principal who completed an audit with subject tutors, Academic and Welfare teams focussing on the curriculum structure, enrichment programmes and College development plans.

The outcomes contributed to the Accessibility Plan.

11. The main priorities in the College Accessibility Plan

11a: Increasing the extent to which disabled students can participate in the College curriculum

Target	Strategy	Lead Person	Timescale	Review
Greater staff awareness and use of appropriate strategies in tutorials/seminars through Individual Learning Plans (ILP)	College update in strategies to use for students with specific learning difficulties e.g. dyslexia and dyspraxia	Academic Advisor and Welfare & Supported Learning Officer	On-going	January 2022
Provision of 1-to-1 support for students with specific speech or language difficulties, including students studying English as an additional language.	Improved access to the curriculum for students. Access to external agencies (e.g. Educational Psychologist) for additional support.	Welfare & Supported Learning Officer	On-going	January 2022
Deployment of support for students in practical subjects not stated, especially in Art/Science	Planned programme of deployment in operation with specific links to named departments	Welfare & Supported Learning Officer	On-going	January 2022
Installation of at least one IT workstation with a larger screen / tint screen	Visually impaired or students with Dyslexia to have access to appropriate IT monitors	STL IT services & Information Systems Administrator	On-going	January 2022
Develop awareness of disability through the curriculum	Increased awareness and empathy of students in college and within the wider community.	Welfare & Supported Learning Officer & all staff	On-going	January 2022

11b: Improving the environment of the College to increase the extent to which disabled students can take advantage of education and associated services:

Target	Strategy	Lead Person	Time Scale	Review
To provide specialist equipment to promote participation in learning by all students.	Assess the needs of the students in each Year group and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.	College Secretary	Ongoing as required by students	January 2022

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11c: Improving the delivery to disabled students of information which is provided in writing for students who are not disabled:

Target	Strategy	Lead Person	Time Scale	Review
Increase access to individually tailored IT equipment for disabled students.	Plan installation of desktop computers in each Study Centre.	STL IT services & Information Systems Administrator	On-going	January 2022
Access to textbooks and worksheets for visually impaired students.	Provide access to copied worksheets and other paper resources in A3 / coloured paper format.	College Secretary	Ongoing as required by students	January 2022

12. The Plan is available on our website and on request from the College Administration Office:
secretary@cherwell-college.co.uk

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (the “DDA 1995”) to cover education and outlawing discrimination by schools and colleges against current and prospective students in their access to education.

The DDA 1995 has been subsequently repealed and replaced by the Equality Act 2010 (the “EA 2010”). The EA 2010 replaced previous anti-discrimination laws with a single Act, to strengthen protection and make the law easier to understand.

Last review January 2020; January 2021; October 2021

Next review January 2022

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Annex A

Accessibility audit

1. **The directors with the Occupational Therapist** will undertake a regular Accessibility Audit.
2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the **directors with the Occupational Therapist** will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
 1. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
 2. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
 3. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum - action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCO	Ad hoc	Resources from whole school training made and available for use e.g., dyslexia friendly resources and resources for visually impaired pupils	In line with current students' needs
Intervention training for support staff	SENCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Learning support meetings to take place to assess and address student needs.	SENCO	Via annual EHCP assessment	Pupil needs reviewed and being addressed.	In line with students' ILP

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Training for teachers on differentiating the curriculum for disabled children as required.	Principal	Ad hoc	Teachers fully meet the requirements of disabled student's needs with regards to accessing the curriculum.	Ongoing
Staff trained to meet individual medical needs of pupils where applicable.	Principal and Head of Boarding	Ad hoc	Staff to complete training for specific needs.	Ongoing Epi pen training and diabetes awareness training for relevant staff in line with student needs

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access and egress.			The environment is adapted to the needs of students	Yes
Develop a disabled access toilet	Principal		A disabled access toilet available in each key stage with changing facilities.	In place at Cherwell House In progress at St George's
Emergency systems to have visual alarms	Principal		Visual alarms to be fitted	In progress
All new internal doors accessible for wheelchair users.	Principal		Newly installed doors to be wheelchair accessible.	On certain floors at St George's

Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of students and ensure information is available in relevant formats			Students have access to curriculum information and all other school information in a format that meets their needs	When advised by Occupational Therapist
<ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	SENCO	Ad Hoc		

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Ensure signage is suitable for non-readers, is clear and well situated

Principal

Ad Hoc

Students are able to navigate the school regardless of any disability

When advised by Occupational Therapist

The school makes itself aware of the services available through the LA for converting written information into alternative formats

Principal

Ad Hoc

Students have access to curriculum information and all other school information in a format that meets their needs

When advised by Occupational Therapist

