

Introduction and Aims

This document outlines the college's approach to accessibility and steps to ensure any future works at the college increase access to college activities for disabled people.

The aims of the accessibility plan are to:

- Increase the extent to which disabled students can participate in the college curriculum. This covers not only teaching and learning, but also the wider curriculum of the college such as participation in after college clubs, sporting and cultural activities or college visits.
- Improve the physical environment of the college.
- Improve the delivery to disabled students of written information, which is provided to students who are not disabled.

At Freman College we have a general duty to:

- Promote equality of opportunity between disabled people and able-bodied people.
- Eliminate discrimination.
- Eliminate harassment related to a disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take account of disabled peoples' disabilities even where that involves treating disabled people more favourably than able-bodied people.

It is a requirement that the college's accessibility plan is adequately resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the college will address the priorities identified in the plan.

Definition of Disability is a broad one, as follows:

A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities (Disability Discrimination Act 1995).

Key Objectives

Overall the intention is to improve access to education and educational achievement by disabled students to ensure equality of opportunity and so lead to a full participation in the college community. This shall equally apply to prospective students, staff and visitors with a disability.

Statutory Responsibilities

The Equality Act 2010 places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Schools are required to produce accessibility plans for their individual school. Accessibility plans and strategies must be in writing. The nature and content of plans will depend on the size of school and the resources available to the school.

Disability Discrimination Act

Although not part of the accessibility plan, Freman College will also consider the access arrangements for adults using their building as set out in the Disability Discrimination Act, including all subsequent amendments that come into force.

The DDA gives rights to disabled people in three main areas relating to schools:

- **Employing staff:** the college must not unjustifiably discriminate against present and future employees, or job applicants, on the grounds of disability. To enable a disabled person to do their job, the college may have to make reasonable adjustments to their employment arrangements or premises if these substantially disadvantage a disabled person compared to an able-bodied person. It is expected that such adjustments will be made wherever it is reasonable to do so. Access to Work (AtW) provides advice and practical support to disabled people and their employers to help overcome work related obstacles resulting from a disability.
- **Providing non-educational services to the public:** when providing non-educational services, for example, when letting rooms in the college for community use, the college must not unjustifiably discriminate against disabled people. They must also take reasonable steps to change policies, practices or procedures which make it impossible or unreasonably difficult for a disabled person to use a service. The college must provide auxiliary aids or services to enable disabled people to use a service and overcome physical barriers by providing a service by a reasonable alternative method. In this context non-educational services include services offered to parents such as meetings, access to fundraising, use of sports facilities available to the local community and the hiring of college accommodation to the local community.
- **Publishing information about arrangements for disabled students:** the college, in its annual reports to parents, must explain their admissions arrangements for disabled students, how they will help such students gain access and what they will do to make sure they are treated fairly. Schools should also ensure that information provided to parents is accessible to parents with a disability. This may require, for example, using a larger print, audio taped copies or documents in Braille.

It should be recognised that not all the requirements can necessarily be introduced immediately. Freman College will continue to plan ahead to implement necessary changes as reasonably practicable.

Action Plan

The action plan is divided into three sections, short, medium and long term targets that support the aims of the college outlined above. These plans will be reviewed periodically.

What Freman College currently provides to help make the curriculum accessible:

- Additional transition work, in liaison with middle schools, for transitioning students with significant and/or complex needs
- Differentiated work including differentiation of task/materials/outcome as appropriate
- Resource packs for dyslexic students e.g. planning sheets for essays; personal dictionaries. (Students encouraged to trial resources to see which work best for them.)
- Paired Reading scheme
- Use of information technology in lessons as/when appropriate/available.
- 'Walk & Talk' with TA to help manage anxieties
- 'Time Out' facility for certain students with negotiation of 'safe place' when required
- Social Stories

- Keeping students informed of planned changes to the curriculum/timetable e.g. arrangements for PSCHRE Days
- Preparation for PSCHRE Days as necessary e.g. preparing autistic students for Sex Ed sessions
- Differentiated materials for PSCHRE Day
- Homework club Monday-Friday lunchtimes
- Supporting students transitioning from A to I year e.g. facilitating introductions to new teachers
- Liaison with other educational professionals e.g. Specialist Advisory Teachers; Educational Psychologists.
- Attendance at Connexions meetings with students as required
- Exam access arrangements for GCSES/GCEs
- Reduced timetable/liaison with ESMA for students with medical needs (short or long term)

The college is always seeking to improve access around the college for disabled students. Our current provision for the physically disabled in terms of buildings is:

- Toilets for people with a disability in the toilet blocks (PE corridor and languages corridor), sports hall and adjacent to the Heads of House office.
- Ramped access where possible and mobile ramps to enable access to PE corridor toilets from main college hall
- Automatic door controls fitted to doors leading into the sports hall.
- Resurfacing of worn path from HCC to RHC; main entrance and sports hall
- Lift installed in sports hall to allow access to the first floor
- Step free access to all buildings

Ratified: Autumn 2024

Review: Autumn 2025

Freman College – Accessibility Plan, 2020 - 2023

Short term

Objective	Actions (and cost if relevant*)	Person i/c	Monitoring	Deadline	Success criteria
To ensure the needs of deaf parents are understood and met	<p>Work with deaf parents to review areas where there may be barriers to access such as</p> <ul style="list-style-type: none"> • Information evenings • Consultation evenings • Occasions when a phone call might normally be made <p>Make reasonable adjustments that will ensure deaf parents have equal access</p>	JMT	SLT	Oct 21	Deaf parents report they are satisfied with the college's communication with them and their children are able to progress in line with that of other students

Date: September 2019

Medium Term

Objective	Actions (and cost if relevant*)	Person i/c	Monitoring	Deadline	Success criteria
To continue to improve the way in which we meet the learning needs of students with SEND	Continue to deliver regular updates and CPD that ensure that staff understand the needs of students with different SEND and are increasingly skilled in adapting the curriculum and learning resources to meet their individual needs	MJS / JMT	SLT	On going	SEND students make progress which is as good as the progress made by other students

Long Term

Objective	Actions (and cost if relevant*)	Person i/c	Monitoring	Deadline	Success criteria
Incorporation of appropriate decoration when refurbishing to benefit students with SEND	To ensure that wherever possible refurbishment takes in to consideration students with SEND for example considering the needs of students with visual impairment, restricted mobility or susceptibility to sensory overload	JMT / SH	SLT	On going	Site continues to become more adapted to the requirements of students with SEND