



## FOUNDRY COLLEGE

### ACCESSIBILITY PLAN

#### Document Control Information

Reviewed	17/01/2023
Responsibility	Iain Thomas
Committee	Resources
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Signed	

Version	DATE	DESCRIPTION
2	10/2016	Revised to fall in line with statutory guidance
3	11/2019	Minor amendments
4	17/01/2023	Completely revised to fall in line with statutory guidance

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## 1. Aims

Education providers are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Foundry College aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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. Pupils 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 pupils have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values

Foundry College Principles:

- All pupils 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

### 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

## **Access**

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

### **Access to the Curriculum**

The College undertakes to:

- reviews 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 colleges, 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 colleges, 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 colleges, 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

The plan will be made available online on the college website, and paper copies are available upon request.

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

Foundry College supports any available partnerships to develop and implement the plan.

The Foundry College complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Foundry College, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for colleges on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

We are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### CURRENT GOOD PRACTICE

The curriculum is adapted to the needs of the pupils as required. This includes:

- A differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities

Our college uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Pictorial or symbolic representations

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	RESPONSIBILITY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Increase the quality of teaching through differentiating the curriculum	Undertake an audit of staff training requirements	KF/IT	All teachers are able to more fully meet the requirements of disabled pupils needs with regards to accessing the curriculum and an increase in access to the National Curriculum
		Review off site activities that are planned to ensure the participation of the whole range of pupils	RP	All off site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements where required. This will increase access to all off site activities for all disabled pupils
Improve and maintain access to the physical environment	Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	KF/IT	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils and increase access to the curriculum
Improve the delivery of information to pupils with a disability	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of college	LB	Whole college community aware of issues relating to Access with the society benefiting to be an even more inclusive place of education.

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary by SLT.

It will be approved by the management committee.

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- SEND policy
- Supporting pupils with medical conditions policy