



ACCESSIBILITY PLAN

Version History

Revised: May 2023

Ratified by Trustees: May 2023

WYVERN ACCESSIBILITY PLAN

I. How this policy supports our vision and values

THINK

When facing new challenges, we will think about a range of solutions and consider amendments to existing practice.

GROW

Addressing equality supports the growth of an inclusive society

CARE

We aim to treat all our students with respect and support them by doing our utmost to enable them to access both the site and the curriculum.

II. Introduction

This accessibility plan is part of the college's approach to meeting the needs of all our students.

III. Aims

The college upholds the key requirements of the Equality Act 2010 and that involves having an accessibility plan to:

- increase the extent to which SEND pupils can participate in the curriculum
- treat SEND students favorably and avoid putting them at a significant disadvantage
- prevent discrimination against SEND students in relation to admissions and exclusions, and provision of education and associated services
- improve the availability of accessible information to support SEND students and their parents/carers.
- improve the physical environment of the college to enable SEND students to take better advantage of education, benefits, facilities and services we provide
- consider how the strategic use of financial resources can support improvements to the site as several issues raised here may be subject to financial constraints.

IV. Other related legislation and guidance

- The Code of Practice for SEND 0-25 Years (2014)
- The Code of Practice for SEND 0-25 Years (2015) updated
- Children and Families Act 2014
- The Equality Act (2010)
- Hampshire County Council SEND Support: Guidance for early years providers, mainstream schools and colleges (2014)

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- Hampshire's Local offer for SEND
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Teachers Standards 2012

V. Links with other policies that are on the Wyvern website

- the SEND policy
- the Equality policy,
- the Safeguarding policy
- Supporting students with medical conditions
- the Health and Safety policy
- the college development plan
- our teaching and learning principles
- and the subject specific quality of education statements

VI. Key principles underpinning these plans

- demonstrating a commitment to the inclusion of all students, irrespective of ability, race, gender or need, all are respected and valued as individuals, so they can achieve optimal educational outcomes
- adopting a whole college approach to help each student experience success and reach their potential by providing high standards of education and care
- offering opportunities to allow students to develop their talents and to provide equality of education and opportunity for students with special educational needs and disabilities (SEND).
- Identifying and overcoming potential barriers to learning
- all teachers are teachers of special educational needs

There are two elements of this plan

Plan A- Accessing the curriculum

Accessibility plan B - improving accessibility to the premises

plus Appendix A - the current situation

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Plan A- Accessing the curriculum

a. Established practice

- adapting to students' distinct learning needs and setting suitable learning challenges
- adjustments to meet the individual needs of students are included in class plans these increase the extent to which disabled students with additional needs can teaching and learning in lessons
- tracking the progress of all students
- providing additional pastoral support such as one to one conversation, behaviour plans , restorative learning days
- providing additional staff support in lessons
- using specific classroom resources such as visual timetables, fidget toys, reader pens to support students' access to the curriculum
- seeking and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Colleges')
- providing a range of leaflets/ advice for parents and carers

b. Next steps

- Continued focus on SEND students in terms of
 - attendance
 - behaviour expectations
 - curriculum access
 - and outcomes
- The anti-bullying behaviour data indicates that SEND students are more frequently the instigators of bullying behaviours and we need to look at how to improve this issue.
- Continue improving the attendance of SEND students so that it better aligns with that of non-SEND student
- Review the progress measures in the core subjects and use the new access arrangements earlier.
- The intake profile shows that more students are joining the college with a greater range of complex needs than before. Therefore, work needs to be done to make sure that we can provide to meet their needs in college and prepare them for the next stage of their education

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Accessibility plan B - improving accessibility to the premises with Appendix A - the current situation

ACCESSIBILITY PLAN B

The College will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools')

We will consider improving the physical environment when areas are redeveloped or refurbished. This may include (but not limited to):

- Improvements made in the acoustic environment
- Improvements in lighting (LED)
- Contrast markings and doors/walls
- Further improvements to signs
- Markings (paint) on steps to make edges visible
- Surveying the state of pathways (signage or resurfacing where applicable)
- DDA and mobility aids

Appendix A

Accessing the premises - the current situation

Wyvern College was built in 1958 and the campus comprises a range of buildings which have developed over time to meet the needs of the college staff and students.

The following information is intended to provide details on the layout of the site and other accessibility issues:

- The main entrance to the College Hall has level access, although within the Hall, access to part of the seating space and the stage area is via four steps
- The only area of the site currently serviced by a lift is the library which is on the first floor in a separate block
- There are three floors in the main building

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- The following departments are on the ground floor:
 - English
 - Science
 - Design Technology
 - Information Technology
 - Music
- The following departments are on the first or second floors and these can only be accessed by stairs: Learning Support and one Art classroom, Geography, History, Religious, Personal and Social education (RPS), and Maths
- Internal access to the Modern Languages department is via a small flight of six steps, although the department can be accessed externally via level pathways
- Internal access to the Drama Studio and the PE Department is via a small flight of four steps, although these departments can be accessed externally via level pathways.
- Externally, pathways and walkways are generally accessible. There is a small flight of six steps at the back of the Technology Department which provides access to the rear of the college, although there is an alternative route available using level pathways
- Stair treads and steps have been highlighted to assist those with visual impairments
- The college has three disabled toilets: one near the main reception, one in the Modern Languages Department and one in the sports complex at the rear of the college
- There are two accessible shower rooms; one near the main reception and one in the sports complex at the rear of the college
- In relevant public areas, the fire alarm is both audible and visible
- A number of disabled parking places are available across the site.