



Soar Valley College

A SPECIALIST MATHS AND COMPUTING COLLEGE

ASPIRE ENJOY ACHIEVE

ACCESSIBILITY PLAN

APPROVED BY: Governing Body

DATE: March 2023

LAST REVIEWED ON: Sept 2019

NEXT REVIEW DUE BY:

REVISION HISTORY

DATE OF REVIEW:	CHANGES MADE:

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

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

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

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

The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Soar Valley College is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Soar Valley College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

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- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Soar Valley College Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Behaviour and Safety Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Targets	Action Required	Outcome	Timeframe	Where are we up to now?
All staff to have awareness raised regarding disability issues and to be aware of their specific duty.	Information to be shared via powerpoint and information sheets annually.	Staff aware of their responsibilities and students to make excellent progress in lessons as well as socially.	Annual August training days.	Training updated and completed annually. Attended by all school staff including support staff. Staff consulted about efficacy of this. Awareness raised at induction for new staff also

<p>To be able to meet the needs of visually impaired students.</p>	<ul style="list-style-type: none"> • Specialist TAs to be trained by the VI team. • All staff to be aware of how to meet needs and deadlines for submitting enlarged resources. Students to be told in assemblies about moving around the school safely. • Software to be installed for use by VI students and updated regularly. • TA trained specifically for VI support in maths. 	<p>Students able to follow appropriate modified curriculum with no barriers to learning.</p>	<p>Enlarged resources ready annually for new academic year. Updates and training to be ongoing.</p>	<p>Training repeated annually for new staff and to include information about new VI students. Specialist TA training for maths support has been started.</p>
<p>Awareness raised of needs of students with ASD and how to support in the classroom.</p>	<p>All staff audited about skills and expertise.</p> <p>Information and strategies shared.</p> <p>SVC autism guide to be designed and distributed to all college staff</p> <p>Personal ASD profiles to be made.</p>	<p>Audit completed.</p> <p>Strategy sharing as part of Teacher Day program.</p> <p>All staff have a copy of the booklet.</p> <p>New profiles to be made for new intake</p> <p>This is ongoing work and we have continued support in place.</p>	<p>To be part of training on August teacher days.</p>	<p>Ongoing support and training for staff to meet the needs of current and new students.</p>

	<p>Specialist link teacher to work closely with school to ensure needs are being met.</p> <p>Whole school AET L1 training to be investigated.</p> <p>Use of AET framework to be used to assess progress.</p> <p>L3 TAs to carry out intervention work with students using AET framework.</p>	<p>To take place during academic year if viable.</p> <p>To be put in place with help of LCI link teacher.</p>		
<p>Handbook for staff – “A guide to SEND at Soar Valley” to be used as a reference book and updated for all staff.</p> <p>Specialist training for SEN teaching and classroom assistants to add to department and school expertise, on up-to-date strategies to be used across range of abilities.</p>	<p>Document to be revised and awareness raised.</p> <p>Strategies given for classroom practice to cover a range of disabilities.</p> <p>Make use of Leicester City “Meeting Needs” revised document. This to be replaced by BERA in the course of the new academic year 2022/23</p> <p>Access LEA training courses and identify any other relevant training needs for SEN staff.</p> <p>Staff to disseminate good</p>	<p>Teaching staff have up to date knowledge of SEND policies and strategies.</p>	<p>To be revisited in teaching and learning briefings.</p>	<p>Document revised in August 2020 to include updates.</p> <p>Whole school SEND review in February 22 used to provide more accessible documentation for all college staff. CPD completed in May 22 and now new process in place.</p> <p>SENCo has attended training for BERA strategy from the local authority.</p>

	practice to current and all new staff joining the school.			
Up-dating of policy for students with medical needs, including development of specific medical or learning plans where appropriate. Individual Health Plans to be created with medical professionals and parents.	School Nurse to help develop Medical Plans using DfES recommended format.	Policy for students with medical needs updated. Regular meetings between school nurse and relevant staff to liaise and up-date plans.	To be started by the start of the next academic year. Policy and health plans developed to be in place by end of the academic year.	Appointment of new welfare officer. Health plans now up to date and filed in welfare room. Training arranged for diabetes at LRI. Training for individual students ongoing as need dictates.
All students made aware of disability issues.	Through assemblies, learning to learn lessons, newsletter, leaflets and Website.	All students aware of range of disabilities and current accessibility arrangements, as well as future plans.	To be planned as part of assembly rota and in individual tutor groups.	This is ongoing and needs to be revisited frequently to ensure health and safety of all.
Classroom environments to be made accessible to all.	Profiles of students with needs affected by the classroom setting to be highlighted. Profiles specific to need with clear instructions.	All students have physical barriers to learning removed, e.g. VI and HI students.	Ongoing – respond to need.	Training days an opportunity to remind staff about needs.
Accessibility of school for all students. Manual hoist and walking frame to be available for student with physical disability. Additional equipment for learning to be accessed – use	Individual students have lift keys, or passes to leave lessons early to avoid busy corridors. Moving and handling training for TAs who support student TAs to be trained in how to use a manual hoist by OT	All floors of school building can be accessed. Students physical needs to be met.	Ongoing, responding to need as it arises. Hoist and moving and handling training to be fully in place for the start of the academic year.	All in place with the exception of first floor in T block. Teaching staff to swap classrooms on top floor if needed. This has been completed, TAs have certificates from training.

of a table that fits over wheelchair.	Physiotherapist to come in to school to train TAs on how to use a standing frame Evac chair refresher training to take place.		Physiotherapist to conduct training as soon as possible. Increased number of TAs to access training	Awaiting visit Booked for September 2020 - completed
Barriers removed for GCSE examinations.	Access arrangement policy revised and updated and made available to all.	JCQ regulations adhered to. All barriers to success removed.	Process in place by end of autumn term 2020.	Access arrangement course attended by Exams Officer and SENDCo. Annual update training to be attended once new JCQ regulations are published.
Increase the provision for students with SEMH	Increase hours of traded work with Leicester City Psychology Service	EP reports and advice to inform EHCPs and advice for staff. Thereby improving outcomes for students.	Second cycle to continue in 2021/22	One year completed. Increase in success of acquiring EHCPs where needed. CPD for key pastoral and Inclusion staff completed. Calm clinics used as part of the graduated approach.

Monitoring arrangements

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

Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy