

# Accessibility Plan



We understand the duty incumbent upon us as a college to be guided by three principles when developing an inclusive curriculum:

- Setting suitable learning challenges;
- Responding to students' diverse learning needs; and,
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

All students are included and have appropriate access to:

- Quality first teaching.
- Appropriate differentiation and attention to individual needs within the classroom.
- Access to high-quality learning resources (IT facilities around college including bookable laptops, a well-resourced Learning Resource Centre, managed private study facilities, etc.).
- High-quality pastoral support systems, including a Progress Tutor and access to support with Careers development (CEIAG) and, where necessary, counselling.
- Support, where required, through CLASS, including bespoke support for students' with identified additional needs (including physical, mental health and well-being).
- Support, where eligible, via the Bursary scheme, to help overcome barriers to learning (e.g. through the extended loan of IT, support to access extra-curricular activities and trips, etc.)
- Extra-curricular activities supervised by staff are available for all students.
- Breakfast provision is available to all students before college 5 days a week.
- Staff are aware of individual student Special Educational Needs (SEN) and are provided with strategies to help overcome students' barriers to learning. All staff are expected to access this information to inform planning.

## Arrangements for Students with Disabilities

Students who have need of specific support for a hearing or visual impairment or those who have motor difficulties have specifically adapted admission arrangements. Over a number of visits to the college, well in advance of their admission, CLASS staff and relevant outside support workers will work together to support them with transition needs. Staff will continue to monitor students throughout their time in college.

The college is equipped with a lift which enables all students with motor difficulties and mobility issues to access all floors and classrooms. The building is fully accessible to wheelchair users. Where isolated classrooms are not accessible, then rooming changes are made to ensure accessibility.

- The college is fully compliant with Disability Discrimination Act requirements.

- We ensure, where ever possible, that equipment used is accessible to all young people, regardless of their needs.
- After-college provision is accessible to all, including those with SEND.

In order to ensure access, the following are provided:

- Lifts are centrally located to facilitate access.
- Where the design of the building allows, handrails are fitted to both sides of all stairways.
- Accessible toilets are available.

The College offers a range of extra-curricular opportunities for all students regardless of Special Educational Need and/or Disability. Every effort is made to ensure that specific activities are facilitated through the purchase of specialist equipment to enable participation of all students.

### **Provision of information for students with SEN and/or disabilities**

TRC endeavours to provide information to students about all agencies that could assist students with disability. Additionally, there is an extensive programme of liaison to assist with transition. The Head of Faculty for Learning Support and Wellbeing develops an individual support plan for each student transferring from secondary to post-16, to meet their support need. An Additional Educational Needs Manager is employed to support students and arrange the transfer from primary to secondary education. Parents are kept informed of students' progress and are welcomed at additional meetings in college and that can assist with links to outside agencies.

The SEND Information Report and the SEN Policy are available on our website having recently been rewritten (2020) in collaboration with other Inspire Trust Managers and Leaders to reflect the new SEN Code of Practice, 2014.

There is a transition programme where students can develop their confidence in their new placement and negotiate support to meet their need.

### **Implementation and Leadership**

All complaints are dealt with through the Trust complaints procedure as approved by Trustees. The complaints procedure is linked to the statutory legislation outlined in documents such as the SEND Code of Practice, the Disability Discrimination Act and Removing Barriers to Achievement. All parents can apply for a copy of the policy relating to this or download details of how to contact the college from our website.

CLASS have extensive links with a wide variety of outside agencies that offer support to young people. The Senior Leadership Team and the Governing Body have the responsibility for the implementation of the Disability Equality Scheme at TRC.

## Impact Assessment

Regular training is provided for all staff. Staff monitor the impact of policies and practice through regular assessment points and data analysis. These are reviewed and updated regularly and implications to the college budget are taken into account. This process is overseen by the SENCO and Director of Finance.

<b>Policy Review</b>	Every three years
<b>Policy to be approved by</b>	ELT and TRC LGB
<b>Date of Review</b>	December 2020
<b>Approved by ELT and TRC LGB</b>	
<b>Next Review</b>	December 2023 (subject to changes to the statutory guidance)
<b>Lead Professional</b>	Assistant Principal TRC and Head of Faculty for Learning Support and Student Wellbeing, TRC
<b>Communication</b>	Via HR System to all TRC staff