

LONDON PT COLLEGE



Assessing Access Arrangement Policy

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Assessing Access Arrangements

Purpose of the Plan

The purpose of this plan is to show how London PT College, the college intends, over time, to increase the accessibility of our school for disabled pupils and staff.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief and sexual identity.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We understand that from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the areas required by the planning duties in the Equality Act and access around the site for staff with a disability:

1. increasing the extent to which disabled pupils and staff can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. improving the environment of the school to increase the extent to which disabled pupils and staff can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
3. improving the delivery to disabled pupils and staff of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` and staff disabilities and the preferred format of pupils and be made available within a reasonable timeframe.
4. We aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the college community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The College aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in College life. The College is active in promoting positive attitudes to disabled people in the College and in planning to increase access to education for all disabled pupils.
5. As part of the College's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through audit, data collection, parental discussions and in consultation with feeder schools as deemed necessary.

Objectives	Strategy	Impact / Success Criteria	Person Responsible	Timeline and Evaluation Process
Carry out an audit covering accessibility issues with a small sample of identified students and staff	Involve students and staff who have an on-going disability to help audit the site with a focus on accessibility.	Development of recommendations from the audit to inform the accessibility action plan.	Assistant Headteacher (Curriculum and Community)	August 2020
To raise awareness of Action Plan	Involve all colleagues in discussing Disability Equality policy and Action Plan to ensure shared ownership of the priorities within the Action Plan	Improved staff knowledge and skills that will positively impact on all in our community	Assistant Headteacher	Reporting to Governors Pastoral Committee
Curriculum development	Continue to review the deployment of Learning Support Assistants (LSAs)	Able to give consistent support to pupils in lessons.	Assistant Headteacher	August 2020– reporting of review to in charge Committee
Continuing post 16 commitment to pupils with special needs	Liaison Careers Advisors	Successful employment and accessing Further Education by former pupils	Assistant Headteacher	August 2020 report on Post-16 placements to Governors Pastoral Committee
To improve Disability Discrimination Act around the school site	<ul style="list-style-type: none"> i. Improve access to the college ii. Improve toilet access 	<ul style="list-style-type: none"> i. Optimal access to all areas ii. Seek professional advice on toilet adaptation iii. Improved surfacing for mobility in transit areas 	Site Manager	August 2020