



Venture
Learning

Accessibility Plan (Draft)

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| Document Owner | Rhys Griffiths |
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Introduction

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment cannot be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students and health and safety requirements.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

This Accessibility Plan has been created to detail how we will improve access to the physical environment, increase access to the curriculum for disabled students, and how we will improve the availability of accessible information to disabled students.



Section 1: Increasing the extent to which students with SEND can participate in the curriculum

1.1 Developing and adapting the curriculum

We are committed to continually developing and adapting the curriculum to ensure that students with a disability are as equally prepared for life as students who do not have a disability. We will achieve this by:

- Ensuring that specific student needs and strategies for support are documented in student profiles and shared with all relevant staff.
- Ensuring through our QA procedures that teaching & learning is appropriately differentiated for all students to access the curriculum.
- Consistently and accurately tracking the progress of all our students, identifying gaps that may be amplified by a student's needs and addressing them with curriculum improvements or additional intervention.
- Regularly reviewing and evaluating the curriculum and implementing changes to improve engagement and involvement for all students.
- Implementing extracurricular activities that are accessible to all and encourage social interaction and communication between all students to improve students' sense of belonging.

1.2 Additional support

We are committed to providing students with the additional support students with disabilities may need to overcome barriers to participating in the curriculum. We will achieve this by:

- Sourcing any specialist equipment or aids that may improve students' access to the curriculum.
- Providing extra teacher support, supervision or assistance in and out of lessons to ensure students are able to participate in curricular and extra-curricular activities.
- Identifying students whose disability may be affecting their access to the curriculum and liaising with parents to implement effective additional support.
- Making sure that staff have undertaken relevant training to provide effective support to students with disabilities (including specific training for specific disabilities as and when the need arises).

1.3 External Agencies & Specialists

We are committed to ensuring students with disabilities have the support they need from external agencies and specialists and that this support feeds into their provision, improving their participation in the curriculum. We will achieve this by:

- Continuously seeking and following the advice of Local Authority services.
- Prioritising visits from specialist teacher advisers and SEND advisers and implementing any recommended actions to improve curriculum access.
- Creating a monitoring and review system for the implementation and efficacy of recommendations from external agencies and specialists.



Section 2: Improving the physical environment of the provision to increase the extent to which disabled students can take advantage of education

Current access to and from the provision requires the use of stairs which means we are not able to offer places to students with a physical disability affecting their mobility at this time.

There is a plan in place to expand to the downstairs area of the building to improve accessibility through:

- accessibility to the building and classrooms;
- an accessible toilet;
- accessible kitchen facilities.

This plan is in development and further details will be published throughout the academic year 2020/21.



Section 3: Improving the delivery of written information to students with SEND

3.1 Improving written communication

We are committed to ensuring that students or parents with a disability can access written communication. We will achieve this by:

- Providing hard copies of key information on request for those that have barriers accessing the website.
- Providing all school literature at the correct font size to help visually impaired students or parents.
- Making information available in various preferred formats within a reasonable time frame.
- Investigating how to increase information accessibility for those who have English as an additional language or other communication impairments, including providing simplified or alternative versions of key information.

3.2 Alternative methods of communication

We are committed to offering alternative methods of communication so that students and parents can all access the same standard of information, regardless of their needs or disabilities. We will achieve this by:

- Liaising with students and parents with disabilities to find out how best to share information with them, and putting this into practice.
- Supporting the interpretation of written information such as instructions, timetables and signage with clear graphics and visuals.
- Confirm receipt and understanding of important messages (such as closures, early finishes, off-site visit reminders) to ensure students or parents with disabilities do not miss out on vital information.

