

Accessibility Plan

Prior Pursglove College

Stockton Sixth Form College



1. Statement:

Prior Pursglove and Stockton Sixth Form College strives to be inclusive and welcoming to each and every student so they are able to participate as fully as possible in the curriculum and college life. The college is also committed to promoting positive attitudes towards disability and accessibility.

2. Aims:

This plan sets out measures planned and undertaken by the College to ensure the fair access and treatment for students with SEND. These include:

- Improving the physical environment of the College in order to increase the extent to which disabled students are able to take advantage of education and associated services.
- Increasing the extent to which students with SEND can participate in the curriculum.
- Improving the provision of information for students with SEND

3 Related Policies, Legislation and Guidance:

- Anti Bullying/Sexual Harassment Policy
- Attendance and Behavior Policy
- Child Protection and Safeguarding Policy and Procedures
- Equal opportunities Statement and Policy
- Examinations Policy
- Health and Safety Policies
- SEND Statement and Offer
- Fit to Learn Policy

Relevant legislation and guidance:

- Children and Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education 2023
- SEND code of practice 2015

The Equality Act 2010 defines disability as: ‘A physical or mental impairment which has substantial and long term adverse impact on a person’s ability to carry out normal everyday activities’. This overlaps with the definition of ‘special educational needs’ in the Children and Families Act 2014, which includes students with significantly greater difficulty in learning than the majority of children of their age, or a disability which means that a student cannot make full use of the general educational facilities provided for students of their age.

Anti-discrimination considerations relating to students with SENDs are also included in the DfE’s Teachers Standards, outlining the professional expectations for all teachers in the UK.

4. Improving access and provision for SEND students

Prior Pursglove and Stockton Sixth Form College monitors the physical environment of its premises to assess what reasonable adjustments can be made to improve access and provision for SEND students so they are able to take full advantage of the College’s educational and associated provision.

4.1 Prior Pursglove and Stockton Sixth Form College Accessibility Plan (Accessibility Plan 2023/24 – add link) has been developed by members of the senior leadership team (SLT) to map out and monitor the College’s interventions, as required by the Equality Act 2010.

The Accessibility Plan is reviewed every three years by members of the SLT with Principal being the responsible officer.

4.1.1. Terms of review

- To review the College’s policies, procedures and facilities as they are likely to affect students and prospective students who are disabled.
- To make recommendations with a view to improving the accessibility of Prior Pursglove and Stockton Sixth Form College’s educational provisions to students or prospective students with disabilities by means of reasonable adjustments and future-planning.
- To prepare and adjust as necessary the Accessibility Plan.
- To review related plans and policies as necessary, and at least on an annual basis.

4.1.2 Areas for consideration

Admissions

PP&SSFC commitment to removing barriers, wherever possible, to entry to the College for SEND students. Please refer to the Admissions Procedure.

Attainment

PP&SSFC commitment to supporting all students, regardless of any SEND or other personal circumstances, to attain the best outcome for their personal and educational development. Student attainment will be reviewed on an ongoing basis through half-termly mock exams and individual student reviews throughout the academic year.

Attendance

Prior Pursglove and Stockton Sixth Form College has high attendance expectations of all students, as laid out in the Attendance and Behaviour Policy. The College carefully monitors and supports students with medical and SEND issues with attendance in order to ensure they do not miss out on or are disadvantaged in their learning if they are unable to attend lessons.

Behaviour

The College has a clear code of conduct and works closely with all students to help them maintain good behaviour, as set out in the Student Behaviour and Exclusions Policy. In any situation requiring disciplinary action, including exclusion, any relevant aspects, including SEND, that would affect the behaviour or actions of a student would be taken into careful consideration.

Education

Prior Pursglove and Stockton Sixth Form College staff are appraised on the teaching strategies and receive support from the SEND Teams to ensure students with SEND are able to learn and participate to their full potential. This may include, for example, offering rest breaks if a student is experiencing anxiety or panic, giving additional time to complete assignments or providing more accessible or focused teaching materials.

The College does not tolerate offensive language or discrimination and actively promotes inclusion and collaboration.

Physical environment

The College regularly assesses and monitors the physical environment of its premises to ensure that all students are able to take advantage of everything the College has to offer.

Selection and recruitment of staff

Prior Pursglove and Stockton Sixth Form College aims to offer equality of opportunity and fair treatment in its recruitment, selection, training, development and promotion of staff at all levels. The Equal Opportunities and Safer Recruitment and Selection of Staff policies set out how the procedures work and are produced in accordance with the Equality Act 2010.

Prior Pursglove and Stockton Sixth Form College staff are required to read and adhere to all College policies, which includes recognising the importance of accessibility for all students and respecting the needs and rights of students with SEND

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Vision: Increase access to the curriculum for students with SEND

Aim: Ensuring that the monitoring system to support students with SEND is continuing and functioning appropriately

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVIDENCE	DATE OF PROGRESS AND STAFF MONITORING	OUTCOME OF EVALUATION
Ensuring that all teachers are clear about the Access Arrangements for each student by updating Normal Way of Working process to allow access to information for each individual student. This is to ensure that the correct Access Arrangements are in place throughout the student's academic programme.	September 23 onwards	SEN lead/ VP (with exams responsibility)	VP (with exams responsibility) VP	As a part of the enrolment process, the previous access arrangements are noted. Through initial and subject assessment, the normal way of working is established and SEN assessments are put in place. An overall access plan is developed for internal and external exam arrangements. JCQ rules are followed in identifying needs and putting concessions in place afforded by SEN students. EHCP plans are shared with teaching staff and planning documents altered to ensure students are given breaks etc. in normal lessons too as needed. All needs and plans are displayed on learner portal	Weekly	Teachers are able to differentiate their teaching as well as ensuring that the appropriate support is in place for mock examination

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVIDENCE	DATE OF PROGRESS AND STAFF MONITORING	OUTCOME OF EVALUATION
				for students and parent access.		
Ensuring that Access Arrangements are awarded for only eligible candidates.	September 23 onwards	Exam Manager/SENCO	VP (exam responsibility)	More rigorous testing procedures will continue to be put in place to ensure that only those students who have a legitimate SEND are given Access Arrangements. Teachers who believe a student has a SEND must inform the Access Arrangements. Exam Manager follows up with each individual student to determine whether they are eligible for any Access Arrangements	Weekly	This system ensures that only eligible students receive Access Arrangements and has therefore ensures a fairer environment for students with SEND.
Ensuring that those students with significant SEND requirements are identified in order to facilitate a more individualised approach to mock examinations.	September 23	DSL	DSL	Each student who has SEND is flagged up on unit-e and a separate list shared with managers at FMs' meeting. As a result, the DSL reviews each of their cases to see what additional support is required. The Safeguarding Team meet on a weekly basis and in the build up to mock examinations, which take place each half term, students are identified who	Weekly	The College offers a personalised service to those students who require additional support.

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVIDENCE	DATE OF PROGRESS AND STAFF MONITORING	OUTCOME OF EVALUATION
				require additional support. Teachers are notified either in person or via email. Absence of every student is checked and tracked and more than 5 days is discussed with additional needs in mind at FMs' meeting.		
Weekly meetings with the Access Arrangements Team to identify issues relating to students with SEND.	Oct 23	FMs and DFMs	VPs and AP	FMs' minutes	Half termly	These meetings ensure that each student gets followed up correctly and has led to a far more efficient system. All emails sent to the Access Arrangements Team are reviewed each week and action is taken where appropriate.
Ensuring that the timetable has flexibility for reasonable adjustment for students with SEND	August 23	Head of LL/FMs	VPs and AP	The college has flexible and compressed timetables for L1 and 2 provision. For L3 student timetables and programs are adjusted in line with learner capacity, mental and physical health in line with Fit to learn Policy,	Annual	Students and parent much appreciate this level of flexibility for students with SEND.

Vision: Improve the physical environment of the school in order to increase the extent to which students with SEND are able to take advantage of education and associated services.

Aims: To provide appropriate access to all students

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVCIDENCE	DATE OF PROGRESS AND STAFF MONITORING	Outcome of evaluation
Ensuring that drinking water facilities are accessible to students on each premises.	Annual checks in summer 23	Director of Resources	VP/P	Drinking water facilities continue to be in place in each building and are accessible to all.	Yearly	There are drinking water facilities in all buildings; one in each.
Ensuring that students with physical or mobility issues, or who require wheelchair use can access the building.	September 23	Director of Resources	VP/P	College spans over two sites – both accessible by wheelchair users or other mobility issues to the main floors. Timetables are changed to accommodate mobility issues if and where access is not possible is very few mezzanine areas or the first of South Park at Prior.	Yearly	From September 23, 7 students (5 at prior and 2 at Stockton) have been identified who may use wheelchairs or have mobility issues. Students have access to areas and classrooms. No staff have been registered at this stage except one with partial blindness. Working with RNIB and DfE and all equipment and support in place.
Ensuring students have a safe space in emergency situations due to panic attacks or other mental health related issues.	Review quarterly (Dec, April and July)	FMs	DSLs	Use Medical Rooms in each building as required to support students. The welfare team have space and appointments as students get triaged to counselling and therapeutic service.	Quarterly	The welfare report at the end of each quarter concludes a further way forward at SLT in terms of waiting list and impact of the service. Multi agency work is at the heart of this service – transition plans form local authority for year

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVCIDENCE	DATE OF PROGRESS AND STAFF MONITORING	Outcome of evaluation
						12s have been a positive step forward in planning in-college care.
Ensuring that the DSL sub leads have offices that that are accessible and easy to find by SEND students	Sep 23	HoLL/SENCO/FMs	DSLs	All staff in accessible and visible areas. Information shared with students extensively.	Quarterly	Students followed up after the settling in survey where indicated lack of knowledge as to where the help is when needed.
Ensuring that classrooms have flexibility to allow for wheelchair access when required.	Sep 23 onwards	Director of Resources	VP/P	Lessons with students in wheelchairs have been timetabled appropriately, in large enough and airy rooms. Timetables are classrooms are moved around once the enrolment completes and needs established with students/parents. Personal Emergency Evacuation Plans (PEEPs) in place with regular refresher training and a plan of action for emergencies.	Yearly	No barriers have been picked up in the current learning walks to observe the accessibility and impact of teaching and learning. Learning support worker are designated to students who report to FMs if needs change.
Securing sufficient car parking for adults with disabilities, both visitors and staff.	Sep 23	Director of Resources	VP	The designated areas are scattered across the sites to ease access to different parts of the building.	Yearly	The space is well utilised and under review in case more bays are required as the

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVCIDENCE	DATE OF PROFGRESS AND STAFF MONITORING	Outcome of evaluation
						population grows on both sites.
Improving lighting facilities by replacing current with LED lights	Dec 23	Director of Resources	P	The full replacement is on schedule	One off on 23/24	The replaced lighting system already providing a fresh and healthy feel – suitable for students who suffer from migraines or poor eye sight.

Vision: Improve the provision to students with SEND of information which is already in writing for students who are not disabled

Aims: To ensure all students with SEND are enabled to access written information effectively, using a combination of support strategies. These will include (but not be limited to) visual aids, face-to-face instructions with teachers and 1 - 1 support meetings with pastoral teams (pathway/progress/careers) or the SENCO.

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Ensuring that students with SEND are clear about their provision and how they can access information.	September 23	HoLLL		Induction and enrolment meetings take place between students/parents/LA and college staff. EHCP and SEN plans are shared with teachers and tutors. Direct communication to	Yearly	LA and parent review positive with interna inspections and lessons learned action plans in place.

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVIDENCE	DATE OF PROGRESS AND STAFF MONITORING	Outcome of evaluation
				student and parents re Access Arrangements. Also, all students with SEND are on the FMs' database and this then leads to regular check-ins with the DSLs/sub leads and, where appropriate, follow-up correspondence.		
Ensuring that the FMs who manage Year 12/Year 13 students are clear about ongoing SEND issues and EHCP outcomes.	December 23, July 24	FMs	HoLL/AP/VPs/P	Students with low attendance or under performance are monitored on weekly basis. Their needs are discussed at FMs and solutions provided in enabling their progress. Endeavour's LSA team work closely with teachers and information is updated for all teachers quite regularly.	Monthly	LDD students perform better than their peers in a majority of subjects. However, this requires weekly impact measure as needs vary greatly among current students.
Promoting and updating Local Offer on websites and sharing with LAs regularly	Sep 23	HoLL	P	One of the largest mainstream provider of SEN provision with thoroughly evaluated EHCPs, developed jointly with LA, parents and special schools.	Yearly	Fully meeting local needs where SEN needs are on increase and insufficient provision on offer locally. College goes beyond its resources to

TASKS	TIMESCALE	RESPONSIBILITY	MONITORING	EVIDENCE	DATE OF PROGRESS AND STAFF MONITORING	Outcome of evaluation
						accommodate a variety of needs
Ensuring that students with SEND can access homework and tasks set via Teams and other online/remote sources and that sufficient time is allocated for these students to complete the work.	September 23	FMs	VPs	Remote learning resources are being developed and put in place rapidly so students with SEMH needs can access these from home.	Quarterly	Performance in line with peers – need to monitor this on weekly basis.