SAWSTON VILLAGE COLLEGE

ACCESSIBILITY PLAN

THIS POLICY WAS APPROVED:	SUMMER 2026
THIS POLICY WILL BE REVIEWED:	SUMMER 2029
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	ANNA GARNER (ASSISTANT PRINCIPAL SENDV)

Introduction

Sawston Village College is committed to provide an inclusive education in which disabled pupils can participate fully in school life and achieve their potential.

The purpose of this Accessibility Plan is to identify and remove barriers that may prevent disabled pupils from accessing the curriculum, the physical environment and information provided by the school. The plan supports SVC's duties under the Equality Act 2010 and will be reviewed regularly and amended where necessary in response to changing pupil needs, feedback, developments in provision and changes to national guidance.

On 1 October, 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Disability

Disability provisions in the Equality Act are different from those for other protected characteristics in a number of ways.

The provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can.

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- unlike the DDA the Equality Act does not list the types of day to day activities which a disabled person must demonstrate that they cannot carry out, thus making the definition of disability less restrictive for disabled people to meet;

- failure to make a reasonable adjustment can no longer be defended as justified. The fact that it must be reasonable provides the necessary test;
- direct discrimination against a disabled person can no longer be defended as justified – bringing it into line with the definition of direct discrimination generally;.
- from September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources.

Definition of Disability

The Equality Act defines disability as when a person has a

'*Physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities*.'

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Reasonable Adjustments

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

Auxiliary Aids and Services

Many disabled children will have a SEND and may need auxiliary aids which are necessary as part of their SEND provision; in some circumstances as part of a formal Education, Health & Care Plan (EHCP). These aids may be provided in the school under the SEND route, in which case there will be no need for the school to provide those aids as part of their reasonable adjustment duty.

School duty around accessibility

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to allow full participation in the College community for pupils, and prospective pupils with a disability.

Principles

- The College recognises and values parents' knowledge of their child's disability and its effect on his/her/their ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The College provides all pupils with a broad and balanced curriculum, supported and adjusted to meet the needs of individual pupils; and endorses the key principles in the National Curriculum Framework and National Curriculum Inclusion Statement, which underpin the development of a more inclusive curriculum:
    - setting suitable learning challenges
    - responding to pupils' diverse needs
    - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

The College outlines the main objectives which the school undertakes, and is planning to undertake, to achieve the key objective (above).

a) **College Curriculum & related activities**
The College will continue to seek and follow the advice of Local Authority services, such as SEND Specialist Teachers, the Statutory Assessment and resources Team and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) **Physical environment**
The College will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improves access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings, etc.

c) **Access to information**
The College will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required of requested.

With reference to '*The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities'* DfE (2014)

Linked Policies

This plan will contribute to the review and revision of related College policies, e.g.

- College Improvement Plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies
- Capital programme
- Medical Needs Policy

Action Plan

See attached (Appendix2)

Appendices

1. **Plan information**
2. **Access Plan**
3. **Identifying barriers to access**
4. **School map**

APPENDIX 2: ACCESS PLAN

SHORT TERM

	Objective	What	How	When	Goal Achieved
1	To continue to raise awareness of policy and plan to all staff	Involve all colleagues in discussing disability and equality policy and action plan to ensure shared ownership of the priorities within the action plan	Staff meetings/briefings, annual training day & Governor meeting	Annually	Improve staff and governors' knowledge and skills that positively impact on all in our community
2	Continue to promote the availability of written material in alternative format	College to provide/research converting written information to alternative forms of communication	Assistive technology such as Read&Write and Reading pens.	Annually	Delivery of information to staff, pupils, parents and community
3	Ensure compliance with Equality Act and SEND Code of Practice	Staff & Governors informed of requirements and obligations of Equality Act, and of the Accessibility Plan	Staff Meeting & Governors Meeting	Update and review as regulations change	College complies with requirements of Equality Act and SEND Code of Practice
4	To ensure evacuation procedures meet all needs	Develop staff and pupil awareness of appropriate routes. Routes and meeting points on suitable areas	Identify needs of individual pupils and staff, creating up to date PEEP (personal emergency evacuation plan)	On admission, and if needs of a pupil/ member of staff change	College complies with requirements of Equality Act and SEND Code of Practice. PEEP completed for individuals
5	To ensure all Fire routes comply with Equality Act	Develop PEEPs for those requiring them.	Devolved capital and funding if available	Annually	College complies with requirements of Equality Act and SEND Code of Practice and meets all statutory Fire Risk Assessments
6	To identify pupils with SEND, provide appropriate support to access learning and assessments (including providing access arrangements in assessments and exams), and track progress	Regular reviews of individual pupil progress using APDR with regular communication with parents and carers. Access to information to individuals requiring additional support and pupil-specific reasonable	Intervention checklist in place to ensure a consistent approach is used by all staff Regular meetings with Inclusion Group to aid identification of pupils with undiagnosed SEND	Termly	New SEND will be identified quickly and information shared with pupils, parents and carers SEND provision will be tracked carefully to ensure pupils are making adequate progress and parents and carers will be kept informed and invited to contribute to decision-making.

	robustly, liaising regularly with pupils and their parents/carers	adjustments to be made and reviewed as part of the graduated approach. Range of assessments available to identify a broad range of SEND. Clear routes for teachers to identify pupils requiring exam access arrangements and review these well before internal and external examinations and ensure that everyday classroom teaching reflects the arrangements the pupil might need.	Data scrutiny a regular feature of all line management meetings		Impact of reasonable adjustments will be measured and adjusted to meet the current needs of the pupil. All pupils will be able to demonstrate their knowledge in examinations without unnecessary disability-related barriers.
7	To improve environment for pupils with visual impairment	Incorporate appropriate colour schemes, taking into account handrails, step and signs. Access to braille machines, and the provision of resources in braille	Respond to needs of individual pupils as they emerge – link with external agencies as appropriate. Staff training in the creation of braille resources, and the adaptation of lessons for a fully visually impaired pupil.	To be included in 5 year capital plan, and acted on as required	Modifications required as braille signage now required and lesson resources need to be provided in braille. Braille machine provided by LA
8	To improve environment for pupils with aural impairment	Using assistive technology such as hearing loops and mics for pupils with hearing aids when in larger spaces. Preferential seating that allows for best conditions for hearing. Live speakers and subtitles in place of voice recordings.	Respond to the needs of individual pupils as they emerge - link with external agencies as appropriate. Staff training on supporting young people with HI and regular review of classroom conditions and seating.	Ongoing for individual needs and reviewed termly.	Optimal hearing conditions for pupils with Hearing Impairment in classrooms and larger spaces and staff aware of adjustments required to be inclusive of HI pupils.

9	To improve infrastructure for pupils with physical/mobility disabilities	Timetable considerations that allow for pupils to have all lessons on lower floors as required. Ramps and wheelchair accessibility to each building with door hooks to hold doors open. Disabled toilet facilities, hoist and changing bench. Hoist for access to swimming pool. Review of pot holes and uneven surfaces.	Respond to the needs of the individual pupil and work with external agencies, such as Occupational Therapists to provide the correct equipment to give the young person access to all lessons and general communal spaces such as the HMH. Staff training on moving and handling in order to use hoists safely and to check equipment regularly	As equipment needs reviewing for safe use. Training annual.	Full access to the curriculum for pupils with physical/mobility disabilities.
10	To ensure extra-curricular activities are available to all pupils and staff	Accessibility and awareness of individual needs to allow participation	Training if necessary for teachers After school duties for support staff to increase support for disabled pupils.	Ongoing and for individual needs. Review termly	Disabled pupils and staff are included by their peers in all parts of school life

MEDIUM TERM

	Objective	What	How	When	Goal Achieved
.11	Improve provision for pupils with SEND	Staff to develop in knowledge and understanding of approaches to create inclusive classroom environments and Ordinarily Available Provision in order to meet the needs of all learners	Range of training available for staff, including SEND workshops, the SVC SEND Toolkit, OAP guidance and training sessions. Use of assess, plan, do, review cycles, signposting of staff to relevant online learning and induction program for new staff.	Training days, CPD, Faculty meetings	All staff are confident in making necessary adjustments to enable all pupils to thrive and access learning in all classrooms
12	Embed the use of assistive technology so that identified pupils with SEND confidently and routinely use software and equipment	Pupils to be confident in using relevant software, Exam Reader Pens, laptops and other assistive technology to access learning and assessments	SENDCo and SEND staff to provide training to pupils and staff. College to update and purchase new computers to support assistive technology programmes	Daily/as required within lessons.	Targeted pupils will routinely use assistive technology in learning and assessments. Staff will have the necessary knowledge and understanding to support and encourage pupils in using this in lessons and assessments

LONG TERM

	Objective	What	How	When	Goal Achieved
14	Improve access to all ground floor teaching areas and ensure that all future building, refurbishment and maintenance work considers accessibility from the onset.	Ensure doorways and access to buildings is possible for wheelchair users and VI. Uneven flooring and potential hazards are corrected when identified. Use DfE guidance when planning alterations, new building works and refurbishments.	Visits by Occupational Therapist to review school site and site team to act on recommendations for pupils identified as requiring reasonable adjustments to access the school site. Adjustments according to individual needs. In building updates to consider lighting, acoustics, signage, circulation, sensory needs and accessible facilities.	Ongoing	Full access
15	All pupils will be able to independently navigate around the College site, including those with literacy difficulties and global learning delay Pupils will feel safe and calm walking around the school site, including those pupils with autism spectrum conditions and sensory processing conditions, who may be more sensitive to noise and crowds	Identify individual difficulties and work with the young person, parents/carers and staff to find strategies to overcome difficulties, reviewing regularly as part of the APDR process	Strategies to support pupils could include, but not limited to: A buddy or additional adult to support between lessons. Visual map and timetable. Daily mentor to plan with the young person. Priority seating in seating plans with consideration of need. Ear plugs. Leaving classes earlier or later to avoid crowds. Early lunch passes and quiet spaces during unstructured times.	As required	All pupils are able to access main site feeling safe and able to positively contribute to lessons and the school community.
	Ensure all disabled pupils can access a	Audit accessibility across the curriculum areas, with	Reasonable adjustments to curriculum plans or lesson	Ongoing	Pupils will participate in a broad and balanced

	broad and ambitious curriculum and participate fully as possible in lessons and enrichment activities.	particular attention to practical subjects such as PE, Science, Technology, Art amd Music. Identify potential barriers and agree reasonable adjustments,	delivery to allow inclusion of all pupils, regardless of disability. Working with Occupational Therapists and external agencies to advise on specific support for individuals. Access to practical aids and furniture/tool adjustments where specified.		curriculum with suitable adaptations to allow full participation.
	To prepare for SEND reform and monitor the forthcoming changes to SEND Guidance, updating the school's accessibility and inclusion arrangements to meet national guidance changes.	Monitor and respond to DfE guidance on inclusion, reasonable-adjustments and National Inclusion Standards and changes to the SEND Code of Practice.	Relevant national changes to be considered and implemented where necessary, offering appropriate training and guidance to staff, parents and pupils.	As required	Practices and policy will be compliant with National SEND updates.

APPENDIX 3:

Identifying Barriers to Access: Checklist
Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x	
Are your classrooms optimally organised for disabled pupils?	x	
Do lessons provide opportunities for disabled pupils?	x	
Are lessons responsive to pupil diversity?	x	
Do lessons involve work to be done by individuals, pairs, groups and whole class?	x	
Are all pupils encouraged to take part in music, drama and physical activities?	x	
Do staff recognise and allow for mental effort expended by some disabled pupils, for example using lip reading?	x	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	x	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	x	
Do you provide access to computer technology appropriate for pupils with disabilities?	x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x	
Are there high expectations of all pupils?	x	
Do staff seek to remove all barriers to learning and participation?	x	

Section 2: Is your school designed to meet needs of all the pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social Facilities; classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds – allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x	
Are pathways to travel around the school site and parking arrangements safe, routes logical and well signed	x	
Are emergency and evacuation systems set up to inform ALL pupils including pupils with SEN and disabilities; including alarms with both visual and auditory components?	x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	x	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		x
Are areas to which pupils have access well lit?	x	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	x	
Is furniture selected, adjusted and located appropriately?	x	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	x	
Do you have facilities as ICT to produce written information in different formats?	x	
Do you ensure the staff are familiar with technology and practices developed to assist people with disabilities?	x	

Sawston Village College
New Road
Sawston
Cambridge
CB22 3BP
New Road
Main Entrance
Key*
*Fire Exits
*Wheelchair Access
Sports Centre Entrance
Public Library
Compass House
Principal's Garden
Staff Room
Offices
Caretakers
Medical Room
Henry Morris Hall
Locality
Admin
Sawston Arts Centre
Music
Drama
Reception
Community Education
Walnut Gallery
Carnegie Room
Visitors Parking
Fountain Court
Geography
Edinburgh Wing
Mathematics
Student Centre
IT4
IT Support
Staff & Maven Centre Users Car Park
Maven Centre
Maven Centre Car Park
Boiler Room
Spicer Wing
English
History
RE
D&T
Art
CS1
CS2
Hospitality Suite
Library Court
Science Wing
Duty Room
Dining Hall
Languages
IT1
Library
Common Room
Assembly Point / Playground / Bus Park
Sports Centre Car Park
Changing Rooms/ PE Office
Rugby Club
Sports Hall
Gymn-asium
Multi-Purpose Hall
OWL
Garage
Garden
September 2016