



SIR JOHN DEANE'S
SIXTH FORM COLLEGE
1557

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Associated Policies	Health and Safety Policy Equality, Diversity & Inclusion Policy Admissions Policy Statement Child protection & Safeguarding Policy Quality Assurance Policy Complaints and Compliments Policy

The Sir John Brunner Foundation

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Sir John Deane's Sixth Form College Accessibility Plan

1. Aims
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**This policy sets out our approach to accessibility for
The Sir John Brunner Foundation.**

**Section 3 sets out the accessibility action plan for
Sir John Deane's Sixth Form College**

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The aims and purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

The Sir John Brunner Foundation aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our values of **Excellence**, **Belonging** and **Partnership** underpin our approach to equality and inclusion:

- **Excellence** in student care, experience and progress
- A strong sense of **Belonging** with happy, safe, successful students and professionals at the heart of what we do
- students cared for, known and valued
- Academies maintaining inclusivity and purpose
- A **Partnership** of students and professionals contributing to their community and the world around them
- Learning from and supporting each other

This plan will be made available online on both The Sir John Brunner Foundation website and Sir John Deane's Sixth Form College website. Paper copies, larger print and braille formats are also available upon request.

The Sir John Brunner Foundation is committed to ensuring our professionals are trained in equality related issues with reference to the Equality Act 2010, including understanding disability issues.

The Sir John Brunner Foundation supports any available partnerships to develop and implement our plan.

The Sir John Brunner Foundation Complaints and Compliments procedure includes our Accessibility Plan. If you have any concerns relating to accessibility in any of our Academies, this procedure sets out the processes for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including but not limited to students, parents, staff, governors and trustees.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid or adjustment to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	- Students with SEND can disclose these during the application process to ensure that they receive the right level of support when they join the college. - Colleagues from the Achievement and Progress team attend all open events, interview events, enrolment and induction to aid with transition as necessary and appropriate. - Teachers have access to SEND and accessibility information via Portal detailing individual needs and strategies.	- Ensure a robust, timely and accurate system for identifying learners with SEND - Ensure CPD continues support outcomes for all students, particularly those with SEND and disadvantaged backgrounds. - Develop a comprehensive and transparent system to track participation in enrichment to evaluate engagement and identify gaps.	- Ensure timely, and accurate identification of learners with SEND is being upheld via internal quality assurance checks of efficient systems and processes. - To continue ensuring that CPD is effectively enhancing classroom practice thereby increasing curriculum access and subsequent achievement for all students	Deputy Principals / SENCO	Termly review	- Timely response between concern raised and support put in place - Increased staff confidence in referral processes (inclusion report) - Comparable outcomes for identified groups (achievement,

	• Quality assurance regarding curriculum access for learners with SEND is carried out on a regular basis through our internal quality assurance and monitoring cycles which include learning walks, work scrutiny and student voice to ensure our principles of inclusive teaching are embedded. Developmental feedback is given to colleagues to ensure necessary action is taken. • We offer an inclusive curriculum for all Students where all colleagues receive ongoing training in making their curriculum offer accessible to all learners, especially those with SEND • Curriculum progress is tracked for all students Including those with SEND • Targets are set effectively and are appropriate for students with SEND		• Explore further the ways in which co-curricular and enrichments are tracked.			retention, progress) • Accurate participation data available and regularly reviewed
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	• Sixth form is a key stage in education where learners decide on their post-18 routes which could be higher education, apprenticeships, employment or gap year. They are supported with this via their Progress Mentor and with advice and guidance given during Personal Development sessions. If required, this can also be offered on a one-to-one basis. Students have access to the careers team at any point for specific advice and guidance and those with an EHCP are prioritised. • Exam access arrangements are available to students in support of both internal and external examinations – procedures are annually and externally inspected to ensure regulations are adhered to. • Every student has an assigned Progress Mentor from whom they can access pastoral					
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	support or mental health first aid. The college also has a Mental Health Lead and four BACP qualified counsellors.					
Improve and maintain access to the physical environment	- The environment of our Academy is adapted to the needs of students as required. This includes but is not limited to: ➤ Induction Loop - College Reception ➤ Wheelchair Access to all areas of the college ➤ Refuge Alarm Call points on all levels on stairs ➤ Lift access to all floors with 24/7 alarm centre monitoring ➤ Automatic Doors throughout the college ➤ Stairs have contrasting colours and raised lip ➤ Access control installed at DDA compliance height. Also has contrasting colour strip. ➤ Accessible Parking	- Ensure lighting in classrooms and shared spaces is appropriate and adaptable for students with accessibility or SEND needs - Ensure academy has sufficient classroom spaces for teaching, exam access arrangements, and effective inclusion support. - Ensure students with allergies are properly protected, in accordance with Benedict's Law (England)	To be completed in phases: ➤ Obtain quotes ➤ Confirm phasing for completion ➤ Contractors to complete work - Construction of Art block extension (5 new classrooms) ➤ Work closely with E3 cube and additional contractors to ensure completion of this project	Assistant Principal/ Site Manager	August 2029 (to be phased on a priority basis) Feb 2027	All classrooms have dimmable LED lighting All shared spaces have appropriate LED lighting Construction is completed to high standard, affording accessibility for all students

	presented is highly effective Broader communication methods: ➤ Student notices shared during Personal Development ➤ Pre-sixth days in the summer term prior to Year 12 for all offer holders. ➤ At transition events and start of year, additional support from the Achievement and Progress team is available ➤ For vulnerable or SEND students, where appropriate, involvement from the Achievement and Progress team to support and advocate their voice • Internal MIS used to record student's information, accessible at various levels to inform colleagues of		• To embed a system to ensure all families with EASL can fully access parental communication			
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	students' holistic needs and requirements					
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4. Monitoring Arrangements

This document will be reviewed every 3 years, however, may be reviewed and updated more frequently as necessary. It will be reviewed by Trustees and Governors of (insert Academy name).

5. Links with other policies

This Accessibility Plan is linked to the following Sir John Brunner Foundation policies and documents:

- Health and Safety Policy
- Equality, Diversity and Inclusion Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Admissions Policy Statement
- SEND Policy
- Supporting Students with medical conditions
- Students who cannot attend school with medical conditions/Children with health needs who cannot attend school
- Complaints and Compliments Policy