



ACCESSIBILITY PLAN

Date of Plan	September 2018
Approved by Principal	October 2018
Next Review Date	September 2021
Lead for Review	Operations Manager

Cambridge Education Group is committed to providing a fully accessible environment, as is practically possible, for all students, staff and visitors, regardless of their educational, physical, sensory, emotional, academic and cultural needs.

In planning and designing our educational provision and facilities, we are committed to ensuring all students have equal access to learning and the curriculum. We recognise every student is unique and we are committed as far as is practical to make reasonable adjustments in order to remove barriers to participation in college life. The college is committed to maintaining and continually developing a culture of awareness, tolerance and inclusion.

The college recognises its duty to consider the broad range of needs and requirements of all students now and in the future and to improve access by ensuring that no students, staff or visitors are discriminated against in terms of SEN and/or disabilities, as far as is reasonably possible.

When making any reasonable adjustments or improvements, the College will also take into account its own resources, building restrictions, the health and safety of other students and the practicalities of making such adjustments in order to take into account the interests of all students at the college and the effect any such changes would have on the college as whole .

Statement of intent

- To improve or adapt access to the physical environment of the college, adding specialist facilities where necessary and appropriate. This could relate to the actual physical environment of the college, residential living or the physical aids to aid curriculum learning.
- To increase access to the curriculum for those students with a disability, to ensure those students have equal access to education and are as equally prepared as able-bodied students. e.g. participation in activities or clubs, or provision of specialist aids the help with accessing the curriculum
- To provide training and guidance for staff where appropriate, ensuring they have sufficient knowledge to understand the needs of potential disabled students or those with specific needs.

Physical Layout of the School

Academic Buildings

The college's academic buildings are situated on two sites in close proximity.

The main college building at 68 New Dover Road is a 19th century building with several storeys and there are severe restrictions on what adjustments can be made. For example, we cannot install a lift. The more recent extension to this building housing the science labs has disabled access with no steps to entry and provides all relevant types of science labs on the ground floor as well as the first floor giving accessibility to physically disabled students. There is also a disabled toilet on the ground floor.

The second academic building, St Lawrence building, is a newer building and has classrooms and bedrooms on the ground and the first floors. It has a lift and easy disabled entry, so provides access to all areas for physically disabled students.

The third academic building, 56-60 New Dover Rd is a 19th century building with several storeys, incorporating classrooms and bedrooms, and again there are severe limitations as to any adjustments possible.

Students are required to move around for their lessons but we are able to limit movement for those with physical disabilities as much as is practical.

Staff needs are assessed prior to appointment insofar as equality legislation permits. Visitors are offered help as required.

Residential buildings

The college has a variety of residential buildings in terms of age and size. The older buildings are very restricted in terms of what, if any, adaptations could be made for those with physical disabilities although they could house students with other disabilities or specific needs. The newer residences are purpose built and are equality compliant with bespoke disabled appropriate bedrooms, lifts where necessary, refuge points and disabled facilities.

All the buildings are also in a conservation area, which can make development difficult and restrictive.

Admissions

Parents of all prospective students are encouraged to give full details of the nature and effect of any disability affecting their child in order to enable the College to consider any adjustments it might need to make.

Curriculum and extra-curricular Activities

The SLT has considered the difficulties of “access” to the education for specified types of disability, for example: sight- or hearing-impaired, dyslexia, etc. Students with particular such as Diabetes or Cystic Fibrosis may not be able to access some of the physically challenging aspects of the curriculum such as PE and Sports, or some extra-curricular activities such as the Duke of Edinburgh’s Award Scheme. We considers it appropriate to provide for flexibility in the curriculum, to provide those students affected with the ability to ‘opt out’ of certain activities and lessons for which they would be physically unsuited (subject to their parents’ consent).

Welfare

The SLT has considered the difficulties which might arise for specified types of disability such as bullying, non-integration, physical and mental welfare, health and safety. It is considered that the caring and inclusive ethos and values of the school, combined with the current strong system of pastoral support (e.g. Peer Mentors, Form Tutors, Programme Directors, Deputy Head (Pastoral), Student Care Team Lead, Matron and House Parents) will mitigate against such difficulties. This will be monitored on an ongoing basis.

Accessibility Plan

Improving or adapting the Physical environment

Short term

- Ensure any new buildings and extensions e.g. (Current Ersham residence) are compliant in terms of disabled provision and accessibility.
- Create PEEPS (Personal evacuation plans) as necessary for classroom use and residential living.
- Adapting classroom layouts if needed to accommodate a physically disabled student now or in the future.
- Create temporary ramps where needed to older stepped entrances.

Medium term

- Consider providing external steps with contrasting nosings to the top of face of each riser, to assist persons with visual impairments when and if necessary.
- Provide handrails to external steps currently without them.
- Provide tactile warnings to the top and bottom of each set of steps to aid visually impaired people.

Long term

- Look at hearing loops at entrances / reception areas.
- Consider automatic opening doors in new builds in main corridor and thoroughfare areas.
- Liaise with IT for more strategic approach for technology to aid physically impaired students in classrooms, study area and general areas in facilities in the future.

Increasing access to the curriculum

Short term

- Ensure that the needs of new and existing students are met.
- Ensure Matron, House Parents and staff have information of their need.
- Have meetings with the students to ensure their needs are supported reasonably and practically.
- If external help is necessary, liaise with outside Health and Support agencies so that access to specialist help is available, where practicable and reasonable.
- Ensure inclusivity on all visits and extra-curricular provision where reasonable and practicable.
- Consider the curriculum on offer when delivering to those with specific disabilities.
- Ensure that media files, laptops, braille or large print may be required to respond to need.

Medium term

- Consider development of learning through VLE and mobile devices
- Develop the provision of clear images, large text, high quality audio etc. with mobile technologies to aid learning.

