



SOUTHAM COLLEGE

Disability and Accessibility Plan

Chair of Governors signature :

Karen Bawle

Headteacher's signature :

M. J. Mason

Date approved by Governing body: 11th July 2024

Date of next review : July 2026

Person responsible for overseeing the implementation:



Stowe Valley Multi Academy Trust
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Ethos:

Southam College aims to create a seamless educational experience for our students across all key stages to develop responsible, capable and confident young people who are active citizens in the 21st Century. We look to continually progress, building on success and acknowledge that provision changes over time. We will maximize student achievement in school through a rich and motivating curriculum and encourage all to strive by living our motto 'be the best you can be', demonstrating school values of kindness, confidence and resilience. The school will be recognised by our staff, parents and the local community as providers of a safe, creative and ethical environment reinforced by a vibrant Community Dimension. Overall, we will ensure that the school proactively adds value to each partner school so that the whole is always greater than the sum of the individual parts.

Aims:

In line with the Equality Act 2010 the aims of this policy are to:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability are able to participate fully in school life
3. Respond to individual student needs to make suitable adaptations to the physical environment
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability.

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled student at a disadvantage compared to other students 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 student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

Southam College is committed to making reasonable adjustments for students with physical disabilities and learning disabilities and in conjunction with the SEND Policy. These are explained further below.

Information of Students' Needs and Plans for Accessibility

- Whole staff training is provided to share information on individual students Where appropriate, specific advice is provided from Advisory services such as IDS (Integrated Disability Service), the Visual Impairment or Hearing Impairment Team
- Feedback from lesson observations or student tracking activities provide specific

- support on improving accessibility where appropriate
- Details of reasonable adjustments to be made by teachers and support staff are provided on ClassCharts in the SEND tab
- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files
- Individual students are reviewed by the SEND team and any relevant actions for modifying reasonable adjustments are made

Accessibility and Reasonable Adjustments for Students with Physical Disabilities:

- During transition procedures, the Pastoral and Inclusion team request information from previous schools about any physical disabilities
- Inclusion team review all information and arrange for a meeting with the student and family before the point of transition
- Where the student also has an Education, Health and Care plan (EHCP), the SENCo or Deputy SENCo attends the relevant review
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art
- Where appropriate, students have access to IT to support with visual impairments
- During the first two weeks of transition to Year 7, the SEND team track and monitor how well students are accessing the physical environment and report back to the SENCo who liaises with support staff
- There are lifts in several buildings and the new main block is built to be fully accessible. There are accessible toilets across the school site
- Where appropriate, students are permitted to leave lessons 3-5 minutes earlier than other students, with a peer, to allow for ease of accessibility across the site
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout
- Transport arrangements are made with the family or local authority where appropriate so students have easy access to the school buildings

Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The Inclusion Team alongside the SENCo, lead the development and management of the provision for students with learning disabilities
- CPD activities are available for staff at regular points throughout the year. This includes Neurodiversity awareness, and supporting students who are Neurodiverse
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through workshops, through feedback from observations and learning walks and as part of whole staff training, ECT training and new staff training
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve
- At Key Stage 4, through consultation with the student and their family, students embark on an option package alongside core subjects

Action Plan

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • To ensure learning materials and our library offer usualises disability and wider SEND needs through the materials chosen 	<p>To monitor the impact of adaptive teaching so all students can access the curriculum offer:</p> <p>Quality assurance of SEND T&L provision through book looks, lesson drop in and student feedback</p> <p>SEND academic data tracked in more depth and monitored through line management processes</p> <p>Curriculum offer reviewed for 24-25 for students who enter the school with low levels of cognition and learning</p>	<p>SEND Quality assurance calendar created for HW and LN- July 2024</p> <p>SEND Quality assurance calendar created for HW and LN- July 2024</p> <p>Review with HW and RR though link meeting schedule</p> <p>Review with HW and RR</p>	<p>HW and LN</p> <p>HW</p>	<p>Sept 2024</p>

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Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • Ramps are in place • Elevators are used in the new building and existing sites • Corridor width now wider • Disabled parking bays being built • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To ensure students can access all areas of the school site.</p> <p>To ensure students can access lesson materials in practical subjects</p>	<p>Integrated disability service (IDS) to complete a site walk of new site for SEND students joining in 2024</p> <p>Visual Impairment team to review changes made to new site to support specific student</p>	<p>HW and IDS</p> <p>HW and R Howell</p>	<p>JULY 2024</p> <p>October 2024</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	To ensure students can access all areas of the school site visually and through auditory links	<p>Improved classroom signage along corridors in both directions. Signs to be high up on corridor walls</p> <p>Induction loop accessible and working in main reception</p> <p>Create guide for visitors to the new site to improve accessibility</p>	<p>R Howell</p> <p>R Howell</p> <p>HW</p>	September 2024