



Soham Village College

Accessibility Plan

Version:	
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1. Aims

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

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Soham Village College we are determined to meeting the educational needs of all our students.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Facilities Manager and Director of Learning Support.

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 on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The needs of all of our students are shared with teaching staff to enable them to adapt the curriculum to the students they teach. Updates to the needs of our students are shared via the SENDCo with improved strategies shared.</p> <p>Classes are planned at the start of the year to ensure that rooms used are accessible for all students.</p> <p>Seating arrangements are shared with teachers to ensure that their seating plans accommodate students' needs.</p> <p>Student progress is tracked throughout the year. Progress is measured against FFTd targets.</p> <p>Students with specific needs are issued with a time out card that allows them to access the additional needs department, The</p>	<p>Ensure that all smart board and PowerPoint presentations used by teaching staff are on a pastel background- short term</p> <p>All departments to have access to coloured paper for photocopying resources- short term</p> <p>English department to have access to E-readers (kindles) to enable students to read texts with the rest of the class with enlarged font – long term</p>	<p>Informing teaching staff of changes, monitoring and checking this has been put into practice.</p> <p>Directions for HoF to ensure all staff rooms have access to a range of colours required by students to make reading resources easier</p> <p>Explore funding options and impact on students' need.</p>	<p>AR</p> <p>AR</p> <p>HoF</p>	<p>Dec 2018</p> <p>Sept. 2018</p> <p>Sept 2019</p>	

	<p>Hub, throughout the school day. The Hub is also used as an area of support for students to visit before and after school as well as break and lunchtimes.</p> <p>Students who are struggling to access areas of the school are able to study in the Hub until it is safe for them to maneuver around the site.</p> <p>Areas where the curriculum is not meeting the needs of the students are reviewed and changes made via faculty leads.</p> <p>All computers on school site have screen enlarger program installed enabling students to focus in and enlarge a specific area of the screen.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>All buildings less than 10 years old on the school site were built with physical access in mind.</p> <p>Where possible older buildings have been adapted to the needs of staff, visitors and pupils as required including:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disable parking bays • Disabled toilets 					

	The following adaptations have been identified to further improve physical access to the school site:					
	<ul style="list-style-type: none"> <i>Lodeside corridor</i> 	Threshold too difficult to access by wheelchair	Threshold to be altered	MM	3 years	
	<ul style="list-style-type: none"> <i>Lodeside Reception</i> 	Threshold too difficult to access by wheelchair	Threshold to be altered	MM	3 years	
	<ul style="list-style-type: none"> <i>Beechurst foyer entrance</i> 	Has ramp access but needs automatic doors to allow easier wheelchair access		MM	5 years	
	<ul style="list-style-type: none"> <i>Beechurst internal fire door</i> 	This door is too heavy	Consideration needs to be taken to allow this door to be easier to open, it could be an automatic door opener or a door closer that has manual activation mode so that it assists in the opening making the door appear lighter.		5 years	
	<ul style="list-style-type: none"> <i>The Hub/Portal entrance</i> 	Threshold to entrance too high	Threshold to be altered	MM	3 years	

	<ul style="list-style-type: none"> <i>The Hub 'greenhouse' entrance</i> 	Threshold to entrance too high	Threshold to be altered	MM	3 years	
	<ul style="list-style-type: none"> <i>Science block double door entrances</i> 	Threshold to entrance too high	Threshold to be altered	MM	3 years	
	<ul style="list-style-type: none"> <i>Playground leading to MFL and M block</i> 	The drain gully is a very steep drop for wheelchair users	A cover that is secure and flat to the ground needs placing over the gully to allow ease of wheel chair movement.	MM	1 year	

4. Monitoring arrangements

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Lodeside

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Downstairs : Good Upstairs : Poor			
Lifts	1 – passenger			
Parking bays	1 disabled parking bay			
Entrances	Not all entrances are easily accessible	Please see action plan		
Ramps	There are ramps from gym, D&T and near changing rooms			
Toilets	1 disabled toilet			
Reception area	Spacious			

Internal signage	Good			
Emergency escape routes	Good			

Beechurst

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 – second floor not accessible to wheelchair users			
Corridor access	Good in places but poor in others			
Lifts	n/a			
Parking bays	Front carpark: 1 disabled parking bay Back carpark: 1 disabled parking bay			
Entrances	Ramp into Beechurst foyer but doors could be more easily accessible for wheelchair users	Please see action plan		
Ramps	Most entrances have ramp access			
Toilets	3 student, 2 staff, 1 disabled toilet			
Internal signage	Good			

Emergency escape routes	Fair – one of the internal fire doors is heavy	Please see action plan		
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Gibson Block

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Good – no wheelchair access to second floor			
Lifts	n/a			
Entrances	Good			
Ramps	Not required			
Internal signage	Good			
Emergency escape routes	Good			

The Hub

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Good			
Lifts	n/a			
Entrances	Ramps needed as thresholds are too high	Please see action plan		
Ramps	Ramps needed as thresholds are too high	Please see action plan		
Toilets	n/a			
Internal signage	Good			
Emergency escape routes	Good			

Science Block

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Excellent			
Entrances	Ramps needed as thresholds are too high	Please see action plan		
Ramps	Ramps needed as thresholds are too high	Please see action plan		
Toilets	2 x student, 2 x staff, 1 x disabled toilet			
Internal signage	Good			
Emergency escape routes	In every classroom			

MFL Block

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Good			
Lifts	n/a			
Entrances	Good			
Ramps	On the playground leading to MFL block, the drain gulley is a very steep drop for wheelchair users	Please see action plan		
Toilets	2 x staff, 1 x disabled			
Internal signage	Good			
Emergency escape routes	Good			

Performing Arts Centre

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Excellent			
Lifts	n/a			
Entrances	Level with automatic opening door			
Ramps	n/a			
Toilets	2 x student, 1 x disabled			
Internal signage	Good			
Emergency escape routes	Excellent			

The Fitzwilliam Art Block

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Excellent			
Lifts	n/a			
Entrances	Level, automatic opening door			
Ramps	n/a			
Toilets	2 x student, 1 x disabled			
Reception area	Spacious			
Internal signage	Good			
Emergency escape routes	Excellent			

Library

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Excellent			
Lifts	n/a			
Entrances	Level, no automatic opening door	Review if staff member requires	Facilities manager	
Ramps	n/a			
Toilets	n/a			
Internal signage	Good			
Emergency escape routes	Good			

The Isle

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Good			
Lifts	n/a			
Entrances	Good			
Ramps	n/a			
Toilets	1 disabled			
Internal signage	Good			
Emergency escape routes	Good			

Garage

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1			
Corridor access	Poor	Wheelchair users would have to monitored due to uneven floor – students are not allowed in building unsupervised.		
Lifts	n/a			
Entrances	Poor			
Ramps	No	No ramp to main door but there is a second entrance with better access		
Toilets	No			
Internal signage	Good			
Emergency escape routes	Good			