



Taunton Deane
Partnership College

Safeguarding is everyone's responsibility

ACCESSIBILITY PLAN

Policy Date	June 2024
Approved by & date	Head Teacher – July 2024
Review Period	3 years
Review Date	July 2027

Accessibility Plan

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

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from July 2024 to June 2027.

Aims

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.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’, Code of Practice (2015) At TDPC we educate pupils with both disability and medical needs. As a school that values inclusion, we work very hard in implementing healthcare plans and working closely with medical professionals to ensure that our students are able to access and succeed in education.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes

about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan sets out the proposals of the Management Committee of the school to increase access to education for disabled pupils by:

- Improving access to the physical environment in the school and adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers who have no disability. This covers teaching and learning and the wider curriculum of the school such as participation in out of the classroom activities and trips. It also covers specialist aids and equipment which may assist pupils in accessing the curriculum.
- Improve the communication to all stakeholders with disabilities. This will include website, newsletters and other means of communicating school information.

The Accessibility Plan will be made available online on the school website.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

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

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 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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Action Plan

Attached is the Action Plan, relating to these key aspects of accessibility. New Plans will be drawn up every three years.

To give some context Taunton Deane Partnership College is split over a number of sites.

Deane Discovery (DDC) - A single storey building which although accessible by a step at the front door, does have entrances that have a ramp. The toilets too are only accessible by steps, preventing wheelchair users or those with mobility issues accessing this space. The temporary classroom is only accessible by steps and so a wheelchair user would not be able to access this space.

Northfields Centre – This is currently only used by staff doing 1:1 or small group work. It is fully accessible with a ramp and is single storey. All spaces are accessible.

Holway Centre- A single storey building which has been recently refurbished with accessibility in mind. All classrooms and spaces are fully accessible.

AIM	GOOD PRACTICE	ACTIONS TO BE CONSIDERED	TIMEFRAME	OUTCOME
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 	<ul style="list-style-type: none"> • Implement play curriculum across KS1 and 2, to include continuous provision • Put in place Re-engage pathway alongside Aspire and Online • Pathways are clearly defined and accreditation linked to each pathway • Staff training around use of Prisum framework in core subjects and PSHE 	<p>By July 2026</p> <p>By July 2025</p> <p>By July 2025</p>	<ul style="list-style-type: none"> • Students are accessing programmes that meet their individual needs • Students have created a portfolio that showcases their accreditation and achievements at TDPC

	<ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability • 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 	<ul style="list-style-type: none"> • Staff using Primum framework to note baselines and monitor progress. • Staff recording steps data on SIMS 	<p>By July 2025</p> <p>By July 2025</p> <p>Ongoing – monitored by SLT</p> <p>Curriculum is kept under constant review</p>	<ul style="list-style-type: none"> • Staff and students have a clear understanding of starting points, next steps and progress • Progress data is shared with staff, parents and students through the Individual Learning Plan • All pupils are aware of their targets and know how to reach them • Targets are shared with pupil and family • Curriculum is kept under constant review
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AIM	GOOD PRACTICE	ACTIONS TO BE CONSIDERED	TIMEFRAME	OUTCOME
<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required. At the Holway Centre and Northfields this includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets • Steps clearly demarcated in contrasting paint 	<p>The DDC</p> <ul style="list-style-type: none"> • Ramp to enter the main building uses a fire exit to enable wheelchair users to access the building; there is a lip to the door and access to the ramp is behind a padlocked gate • Steps to entrances in both buildings • All toilets are accessed via steps • Narrow doorways • Difficulties in opening doorways • In the event of a fire, external gates are padlocked and hard to open 	<p>By July 2027 – limitations recognised as to what can be achieved due to the age and condition of the DDC</p>	<ul style="list-style-type: none"> • All wheelchair users will need to be accompanied on site due the current limitations of accessibility to the building • Explore the potential of fobbed access through the gates instead of a padlock
<p>Vocational workshop, kitchen, Art room and DT space utilised fully</p>	<p>Students have the opportunity to experience a range of projects and activities that span Art, Photography and Design Technology Students are able to complete bite-sized projects. Ensure use of accessible sink, hob top</p>	<ul style="list-style-type: none"> • Space to manoeuvre around middle table in kitchen is limited • Ensure all routes around tables and work tables are clear 	<p>By July 2025</p>	<ul style="list-style-type: none"> • Students are regularly accessing vocational spaces and have access to a range of different experiences and activities

				<ul style="list-style-type: none"> • Students' work is being accredited through a range of qualifications including BTEC, AQA Unit Awards and ASDAN
Holway and DDC outside spaces improved	DDC have access to a climbing frame, basketball hoop and trampoline. Holway has a basketball hoop, outdoor tabletop football and table tennis and football goals	Development of areas in the grounds of the Centres for students with sensory needs, e.g. tactile as well as the need for physical activity	By July 2026	<ul style="list-style-type: none"> • Use of PE grant and other funding to ensure resources enable students to be fully supported in free time • Students will have access to a range of spaces within Centres which include areas for quiet and sensory needs as well as places for more physical activities to take place
Improve access for all to OE and sport	Each Centre has an offer OE on a weekly basis Opportunities for different sports offered across Centres	<ul style="list-style-type: none"> • Training for OE staff to ensure that TDPC are able to offer a more extensive range of activities for OE • Explore opportunities to develop indoor activities to take into account the inclement and colder weather 	By July 2025	<ul style="list-style-type: none"> • Student are able to access a wide range of OE activities • Staff are confident in leading activities and are proactive in developing the OE offer to all students

AIM	GOOD PRACTICE	ACTIONS TO BE CONSIDERED	TIMEFRAME	OUTCOME
<p>Improve the delivery of information to pupils with a disability</p>	<p>Communicate in Print training delivered to staff across both Centres</p> <p>Labelling of cupboards in the DDC kitchen to ensure pupils are aware of where everything is kept</p> <p>Soundfield System in place in the main Hall</p> <p>Use of live captions and captioning when presenting information to staff, pupils and parents</p>	<ul style="list-style-type: none"> • Wider use of symbols across both Centres, including use of symbols for showing directions, entrances and exits. • Refresher training for staff to be made available 	<p>By July 2025</p>	<ul style="list-style-type: none"> • Cupboard contents are clearly identified using Communicate In Print symbols • Classes and other workspaces are named using symbols • Students who are struggling to access written communication should have worksheets produced supported by Communicate In Print

Monitoring Arrangements

- The Action Plan for physical accessibility relates to the Access Audit of the Schools, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- The Plan will be monitored through the Management Committee
- The Plan will be monitored by Ofsted as part of their inspection cycle

Links with Other Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equality Policy
- Health & Safety (including off-site safety)
- Special Needs
- Relationships Policy
- School Improvement Plan
- Ethos
- Curriculum Policy

The School's complaints procedure covers the Accessibility Plan

