



**GREENSHAW**  
LEARNING TRUST



**Scott**  
Scott Medical and Healthcare College



# School Accessibility Plan

# **Scott Medical and Healthcare College School Accessibility Plan**

**January 2023**

This Accessibility Plan applies to Scott Medical and Healthcare College and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

## **Approval and review:**

This plan is the responsibility of: Karen Merricks

This plan was approved by the Governing Body on: 18th January 2023

This plan is due for review by: January 2024.

## **Scott Medical and Healthcare College Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of the Governing Body of Scott Medical and Healthcare College to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Scott Medical and Healthcare College's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

### **Scott Medical and Healthcare College**

Scott Medical and Healthcare College is a small mainstream studio school, catering for students from year 9 up to year 13. The pupil admission number is 75 students per year, with 281 students out of a possible 375 currently on role.

Scott Medical is a modern multi storey building comprising three floors and totalling nineteen classrooms. Wheelchair users can access through the front entrance, and classroom entrances and corridors are spacious for ease of movement. Doors around the

college can be pinned back using smart door stops that release in case of a fire. The main facilities are all contained on the ground floor, but there is a lift to all floors. Accessible toilets are found throughout the college.

**Scott Medical and Healthcare College's vision for disabled pupils:**

Scott Medical and Healthcare College is 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 taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Scott Medical and Healthcare College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The action plan will be reviewed every three years and updated to take account of improvements made, future resource availability and changing needs of the target area.

## PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Develop and extend careers and preparation for working life to ensure no vulnerable students with are NEETs</i>	<i>The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.</i>	<i>MJT</i>			
<i>Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc</i>	<i>Student body representation will reflect its diverse nature.</i>	<i>DXC</i>			
<i>Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact</i>	<i>Improved attainment and progress for SEND students</i>	<i>SRB</i>			
<i>To ensure that Individual Education Plans have been completed and reviewed three times a year for students with SEN and disability</i>	<i>Staff have the necessary information to fully support students to access the curriculum , ensuring adequate differentiation and application of reasonable adjustments</i>	<i>SRB</i>			
<i>Comprehensive CPD plan for SEND: Weekly whole staff briefing CPD training during twilights and staff only days</i>	<i>Staff knowledge of SEND and the strategies to support learners with SEND ensures students are making progress in their learning and the performance gap should narrow</i>	<i>NJS</i>			

<p><i>Appropriate whole school monitoring process in place to ensure high quality teaching for SEND</i></p> <p><i>Book looks</i></p> <p><i>DDI SEND focus</i></p> <p><i>SEND learning walks</i></p>	<p><i>Teaching and learning of students with SEND improves and as such supports a narrowing of the gap between SEND and non SEND student</i></p>	KEM			
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## 2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

<b>Plan</b>	<b>Impact</b>	<b>Resp</b>	<b>Y1 review</b>	<b>Y2 review</b>	<b>Final review</b>
<p><i>Ensure every subject has access to specialist equipment and furniture where necessary</i></p>	<p><i>No student has impaired access to learning as a result of a lack of equipment.</i></p>	SRB			
<p><i>Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards</i></p>	<p><i>No student is impacted by a lack of accessibility to the building and environment</i></p>	NM			

### 3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	<i>JL</i>			
<i>Ensure that DDA compliant signage is rolled out across the school</i>	<i>Signs are clear and understandable for the visually impaired.</i>	<i>DXC</i>			
<i>Input and observation from Speech and Language and Sensory support to ensure that students are fully included in all aspects of college.</i>	<i>College information is fully accessible</i>	<i>SRB</i>			