

**THREE-YEAR ACCESSIBILITY PLAN
2019 – 2022**

for compliance with the Equality Act 2010

<p>Primary person responsible for updates to this policy: Kymberlee Luke Job title: Head of Neurodiversity Last review date: June 2021 Next review date: June 2022</p>
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Circulation: This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.
'Parents' refers to parents, guardians and carers.

DLD College maintains a policy of equal access for all students, irrespective of their disability, subject to certain specific constraints of our site, building and curriculum.

We strive to include all those students for whom our educational programmes are suitable, together with their families. The college recognises and accepts its responsibilities under the law and opposes unlawful discrimination on the basis of the following “protected characteristics”:

- gender
- gender identity
- marital or civil partnership status
- pregnancy and maternity/paternity/adoption status
- any gender reassignment
- race and nationality
- disability
- sexual orientation
- religion or belief (including lack of religion or belief)
- age

This is reinforced by our Equal Opportunities Policy, Complaints Procedure and Anti-bullying Policy and has been written with consideration to:

- Equality Act 2010
- SEND Code of Practice 2015
- SEN and Disability Act 2001

The college will fund requirements in order to achieve the accessibility plan.

Plan Review

The responsibility of reviewing this policy lies with the Head of Neurodiversity who will work with the Senior Leadership Team and the Executive Leadership Team.

The terms of reference are:

- To monitor and evaluate the College’s policies, procedures and facilities with consideration to whether might affect students and prospective students who are disabled
- To make recommendations with a view to improving accessibility of the College’s education to students or prospective students by means of reasonable adjustments and by planning for the future
- To review such plans and policies as necessary every three years so that appropriate responses to new legislation can be made

Definition of Disability

The term 'disability' is understood to refer to anyone who has a physical or mental impairment which has a substantial effect on his/her ability to carry out normal everyday activities.

Admissions & Enrolment Procedures

Admission to DLD is dependent upon academic history and potential, together with the ability to finance the cost of courses. Scholarships and bursaries are awarded to academically able and worthy students. All students are interviewed before entry.

Parents/guardians of prospective students will be requested and required to divulge information about their child's learning difficulties and/or disabilities/medical conditions/additional needs/or any other SEND. This is to allow us to investigate what 'reasonable adjustments' might be made to allow access regarding the College.

Evidence of suitability for entry onto our courses is judged by a combination of factors including previous results, school reports and a personal interview. Students whose first language is not English and who do not have evidence of proficiency have their English assessed as part of the interview process. Evidence of the applicant's previous studies of English will also be considered when assessing suitability for our courses. Additional tests may be set by the college depending on the individual student.

Teaching & Learning Provision

Teaching and learning take place in classrooms with appropriate facilities and staff are subject specialists. Since groups are restricted in size, there is a great deal of scope for individual help and support. The College has five Housemasters and Housemistresses who are available to all students, and who work closely with Personal Tutors to support students. All students have a Personal Tutor whom they meet in dedicated sessions. In this way any issues can be responded to in a sensitive way.

A full-time Head of Neurodiversity supports students with additional educational needs.

Examination Access

The College will ensure that all students have appropriate access arrangements for examinations by adhering to the "Regulations and Guidance relating to candidates who are eligible for adjustments in Examinations" issued by the Joint Council for Qualifications. This may encompass additional arrangements for candidates with physical disabilities such as extra time and the use of word processors. Where possible these arrangements will be mirrored for internal assessments. A list of students and

their access arrangements is provided by the Head of Neurodiversity, and is available on the college intranet for staff.

Accommodation & Access

The College and accommodation are spread over a purpose-built 18-storey building. Lift access to all floors is provided. Wheelchair access and appropriate sanitary facilities are in place.

Future planning will take account further needs of students and visitors with physical difficulties and sensory impairments.

Classroom arrangements

Freestanding tables and chairs in most classrooms mean that furniture could be rearranged easily to accommodate disabled students. A lift enables wheelchair access to all classrooms.

Visits

Educational visits are open to all, provided the appropriate medical practitioner declares any individual with a medical condition is well enough to travel. The College has put in place transport and accommodation provision for wheelchair users when on college educational visits.

Emergency Evacuation

Personal Emergency Evacuation Plans are prepared for individuals as necessary.

A fire risk assessment is carried out annually. The lift cannot be used in an emergency evacuation. However, there are fire refuges for disabled people including wheelchair users on each of the core staircases, plus a Disabled Evacuation Chair is available for wheelchair users and those with limited mobility in an emergency.

Supporting the learning of students with SEND

Students are taught in small group sizes that are smaller than the national average. Classrooms are organised to be accessible to all students and have desks that are moveable. All teachers are provided with CPD in aspects of SEND and have on-going INSET opportunities throughout the academic year.

The curriculum is differentiated according to the individual needs of the student. This includes the use of classroom technology that can provide images or text in differentiated formats; high quality audio and visual material; printed hand-outs of appropriate clarity and colour format. Homework assignments are also differentiated and are increasingly available on the College's LMS.

Students are provided with appropriate support on a one to one or group basis relevant to their individual needs. This is ascertained after each student is interviewed and their needs identified. The history of need and previous reports are considered. This provides the opportunity to obtain evidence required for exam access arrangements. The Neurodiversity department adheres to the guidelines set down by JCQ. It states where someone who would be at a substantial disadvantage in comparison to someone who does not have a disability, we can take reasonable steps to overcome that disadvantage.

There are independent learning opportunities through eLearning in the College and students are encouraged to pursue this with the availability of dedicated private study areas. There are private study periods embedded into timetables for students. In some cases, these are supervised. We provide guidance where required for careers and HE advice.

We provide a college counsellor for any mental health or well-being issues and access to a college nurse for medical issues.

Other services for students within the College

- Accommodation provision in the College includes the ability for students with limited mobility to navigate round the site safely
- A minimum of one accessible toilet on each level floor of the College
- Good visibility on stairways and steps
- Physical access complies with DDA.
- Discipline is a whole college approach and the college policy provides guidance for all staff
- Reasonable adjustments for students with SEND are put in place depending on individual needs
- Reporting to parents and guardians is provided when necessary but academic reporting is termly
- Electronic noticeboards provide information for sensory impaired students
- Timetabling can be adjusted to suit individual student's needs where possible
- Trips may be unsuitable for some students (e.g. where strobe lighting may be used or requirement for physical fitness) but where possible all students will be considered for inclusion
- The College considers itself an inclusive centre for all students and encourages all students to participate as much as possible

- Visits for parents and prospective students are arranged with a tour guide of the College
- The admissions team are aware of any issues of access to college areas
- Awareness of students needs at Open Days
- Students with physical disabilities meet with the Sports Coordinator to ascertain which activities are suitable

Links with Specialist Support Agencies and Organisations

Via its staff and parent company [The Alpha Plus Group], the College has links with a range of local community organisations including the Learning Skills Council, St John's Ambulance and Lambeth Child Protection Committee.

The Neurodiversity department liaises with the British Psychological Association; NASEN; Achievement for All; Communication Trust; Autism Education Trust and the British Dyslexia Association.

Action Plan	Timescale
<i>Building Access</i> Consider if improved signage in college is needed for visually disabled visitors	Annual review – summer term Action: H&S Cttee
<i>Access to the Curriculum</i> Further recognise diversity in our college culture by delivering tailored diversity events (such as assemblies and visiting speakers) for under-represented groups within the college so that all students feel valued and included in our college community	Annual review – summer term Action: EDI Lead
Curriculum review to take account of students with disabilities	Annual review – spring term Action: Academic Team
<i>Staff INSET</i> Teaching Students with Additional Needs	Annual – September INSET Action: Head of Neurodiversity
Review how students with additional needs are represented on the Student Council and in other high-profile ways	Annual review: March Action: SLT
<i>Access to Information</i> Design and publish new college prospectus with a view to maximise clarity and ease of use	When the new prospectus is planned Action: Marketing Manager
<i>All items</i> Questionnaire sent to students/parents annually each October for feedback and ideas for improvement	Annual review - October Action: SLT