



Tavistock College Accessibility Plan Sept 2022- Sept 2025

At Tavistock College our values reflect our commitment to a school where there are high expectations of everyone. Students are provided with high quality learning opportunities so that they each attain and achieve all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Tavistock College is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.



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The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Tavistock College Accessibility Plan shows how access is to be monitored and improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- **Increasing the extent to which disabled students can participate in the curriculum:**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.

- **Improving the physical environment of schools:**

This strand covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

- **Improving the availability of accessible information to disabled students:**

This part of the duty covers planning to make written information normally provided by the school to its students – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of students' disabilities and views expressed by students or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format



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including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Increasing Accessibility

Strand A: Increasing the Extent to which disabled students can participate in the school curriculum.

	Target	Provision	Time Scale	Who	Outcome	Progress
Short Term	Increase levels of training/skills for all staff for both common and specific disabilities (physical , medical and learning)	Visit from advisory teacher for hearing impaired.	Termly initially then termly/as required.	JH SB	Greater awareness of students' needs, adjustments made to learning resources and the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	
		Boxall training for pastoral/ SEND staff.	Yearly			
		Whole staff SEND CPD sessions x 6 based on staff questionnaire.	Yearly			
		Supporting Language and Communication -Devon advisory teachers for ATs.	As required for staff			
		Access to Level 3 teaching qualification.	As advised by staff			
		Manual Handling Training	Yearly			
		Positive Handling Training	Yearly			



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		Communication and Interaction Clinics attended by HLTA and disseminated through AT briefings	As and when required			
	Increase confidence of all staff in differentiating the curriculum to meet all needs.	<p>Visits from appropriate professionals to support with curriculum planning: Education Psychologist; Communication and Interaction Team; Speech and Language Team; CAMHS; Occupational Therapists; Physiotherapists.</p> <p>Teacher conferences for specific students- at least 3 x half termly for teachers based on professional reports.</p>	Ongoing	JH	<p>Raised staff confidence in strategies for differentiation and increased student participation. Reports stored centrally on edukey and strategies shared with all staff.</p> <p>Raised confidence of support staff</p>	
	Liaison with support agencies to ensure rapid response to perceived needs. e.g. visits by the advisory teacher for hearing impaired, visits by Portage to ensure	Arrange visits when needed	In place and ongoing	/JH	As above	



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	smooth transition into school.					
	All out-of-school activities are planned to ensure the participation of the whole range of students.	Liaise with out-of-school provision leads to ensure compliance with legislation	In place and ongoing	JH	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled students.	
	Classrooms are organised to promote the participation and independence of all students.	QFT to ensure that lessons are planned to meet the needs of all students in the class.	In place and ongoing	All Staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual students Access to the Curriculum	
Medium Term	Staff training in supporting students with SEND – focus on key areas of need within the school.	Identify gaps of knowledge through staff voice/ teaching and learning walks and seek external advice if necessary SLT/ SENDCo to monitor quality of differentiation and provision for SEND students.	Ongoing due to staff turnover and arrival of new students	HoF JH	All teachers can more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Increase in access to the curriculum	



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	All educational visits to be accessible to all	Provide guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	Case by case	JH	All students in school able to access all educational visits and take part in a range of activities	
	Continue to review all curriculum policies ensuring that provision is made for SEND	Staff discussion in staff meetings Governors	Ongoing as policies are reviewed and updated	Govs	All policies contain statements that detail arrangements for SEND	
	To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum, to meet the needs of different groups of learners, by improving the quality of differentiation of the curriculum.	Staff meetings CPD INSET	To form part of appraisal focus throughout 2019 and beyond.	JH HOFs SLT	Students with SEN make good progress, as planned learning is differentiated to meet their needs	
Long Term	Support PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Participation in Devon Ability Games. Application to board of Trustees for inclusive sports equipment.		JH PE staff	All to have access to PE and can excel. <i>Work on renovating the officials changing/store room back to disabled changing area.</i>	



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	To increase classroom resources for the disabled e.g. laptops, large print books and specific furniture	<p>Specific training in word processing skills through Touch Type Programmes.</p> <p>Sloping boards for students with fatigue problems / physical disability.</p> <p>Coloured overlays for students with visual difficulty.</p> <p>Specially shaped pencils / pens for students with grip difficulty.</p> <p>Liaise with outside agencies.</p> <p>Correct sized spacing according to need in exercise books</p> <p>Increased access to reading pens</p>	In place and ongoing	JH All staff	Students have access to laptops, suitable seating, large print papers, coloured overlays, reading pens.	
	RNIB library and reading books to ensure positive access for disabled children	Regular reviews and updates link with English Team.	Ongoing	JH/SY	Students have access to a range of resources Students are presented with positive images of disabled children	

Increasing Accessibility

Strand B: Improving the Physical Environment of schools

	Target	Provision	Time Scale	Who	Outcome	Progress
Short Term	Through ongoing monitoring ensure where possible, that the layout allows access for	Inspections every 6 months. Findings monitored by relevant committees.	Ongoing	MW/JH	Clear layout enabling all students free flow throughout school. Install a ramp into the hall and dining hall	



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	all students, particularly ramping.	Support from professionals such as occupational therapists to support accessibility for individual students				
	Staff training/reminders of the importance of continued and easy access for disabled throughout school.	Awareness raised during staff briefings and newsletter – termly.	When required		Raising awareness of issues affecting disability	
	Review school evacuation procedures for those with profound hearing/visual impairment. Ensure all disabled students can be safely evacuated	Personal Emergency Evacuation Plans (PEEP) for all students with difficulties following the Fire Evacuation Plan for the site. PEEPs drawn up in consultation with student and parent/guardian and reviewed annually and stored centrally on edukey. Monitored by relevant committees at annual review of fire risk assessment	Termly – during fire drill	SB/JH	Improved safety All disabled students and staff working alongside are safe in the event of a fire or need for evacuation	
	All fire escape routes are suitable for all	Make sure all areas of school have wheelchair access Access/egress routes visual check 6 monthly.	Ongoing	MW	All disabled staff, students and visitors able to have safe independent egress	



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	Accessible toilet facilities	New Phoenix Suite toilet is useable with correct fittings, as directed by occupational therapist.		MW		
Medium Term	Steps are clearly marked	External Steps: Steps identified with highlighting paint		MW		
	The school is aware of the access needs of disabled students, staff, governors, parent/carers and visitors.	To create access plans for individual disabled students when required. Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers. Consider access needs during recruitment process.	Ongoing	JH with MW	All staff aware of students needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention.	
Long Term	Ongoing reviews to maintaining and improving the physical access.	<ul style="list-style-type: none"> ● Accessible Car Parking ● Doors ● Staircases ● Accessible toilet facilities ● Any improvements/changes to building to consider improving physical access ● External Steps marked with highlighting paint ● Corridors ● Changing and 		MW	Improved physical access to school site.	



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		Shower facilities <ul style="list-style-type: none"> • Disabled bays signed • Pedestrian access marked • Doors • Accessible toilets • Counter in reception lowered to an acceptable wheel chair height with knee space under • Corridors clear from obstructions. 				
	Review/ improve if necessary signage (general) including consideration of replacement with high visibility signs.	Exit signs replaced where necessary	When required	MW	Smoother movement throughout school	
	Layout of school to allow access for all students to all areas	Consider needs of disabled students, parents/carers or visitors when considering any redesign		MW	Re-designed buildings are usable by all.	

Increasing Accessibility

Strand C: Improving the Delivery of Information to Disabled Students and Parents

Target	Provision	Time Scale	Who	Outcome	Progress
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<p>Short Term</p>	<p>To ensure that all members of the school community are aware of the need to identify and provide for students who need information provided in alternative formats eg large print for visually impaired students and visual format for students on Autistic spectrum.</p> <p>To be extended to parents via request</p>	<p>Training for identified staff from the advisory teacher for the visually impaired</p> <p>Regular liaison with the teacher for hearing impaired</p> <p>SEND Transition form to identify relevant information. This information is cascaded through transition days.</p> <p>SEND enhanced transition to support identification of need.</p> <p>Individual Learning Plans developed identifying resources for individual students to ensure information is provided for staff around reasonable adjustments</p>	<p>Ongoing</p>	<p>JH SB</p>	<p>Improved delivery of information for disabled students</p> <p>The school will be able to provide written information in different formats when required for individual purposes which will improve delivery of information for disabled parents of students.</p>	
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Medium Term	<p>Make available school brochures, school newsletters and other information for parents in alternative formats when requested.</p> <p>Improve the delivery of information in writing in an appropriate format</p>	<p>When required review school publications as and ensure availability in different formats for those that need it.</p> <p>Provide information and letters in clear print in "simple" English. KS3/4 teams alongside SEND will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> <p>Provide suitably enlarged, clear print for students with a visual impairment.</p>		JH	<p>All school information available for all.</p> <p>Delivery of school information to parents and the local community improved.</p> <p>Excellent communication</p> <p>Staff more aware of students and parents preferred method of communication.</p>	
	<p>Review documentation on website to check accessibility for parents with English as an Additional Language</p>	<p>The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p>		JH		
	<p>Languages other than English to be visible in school</p>	<p>Some signs to be multilingual</p>			<p>Confidence of parents to access their child's education</p>	



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	Provide information in other languages for students or prospective students who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As and when required		Students and/or parents feel supported and included	
Long Term	Provide information in simple language, symbols, large print for prospective students or prospective parents/carers who may have difficulty with standard form of print	Ensure website is fully compliant with requirement for access by all Ensure Prospectus is available via the school website.		SH/JL	All can access information about the school	

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy



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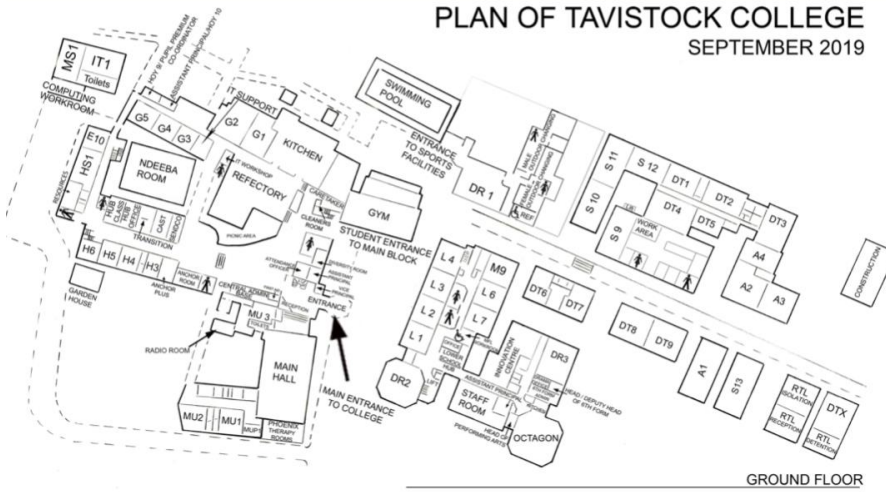
- Curriculum Policies
 - Emergency Plan
 - Health & Safety Policy
 - School Improvement Plan
 - Special Educational Needs Policy
 - Teaching and Learning Policy
 - The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 - Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

A plan of the school buildings showing areas of accessibility is shown below:

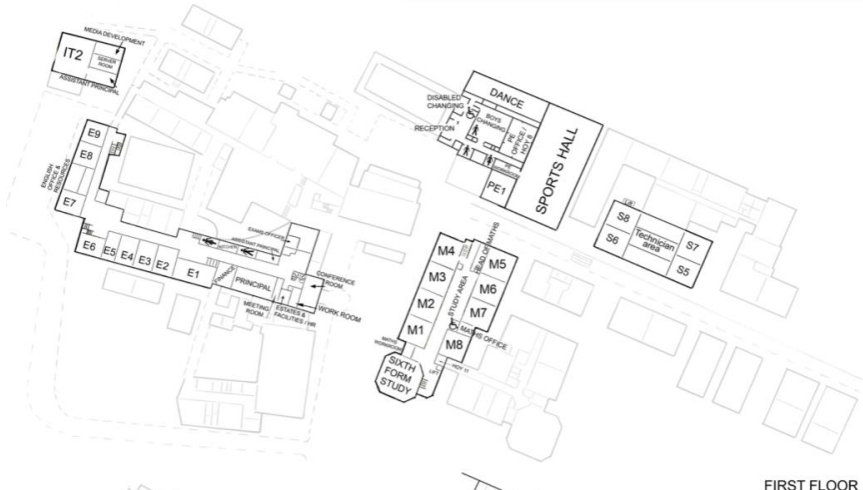


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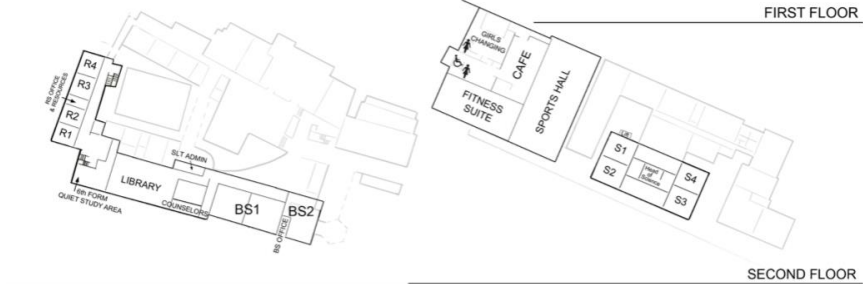
PLAN OF TAVISTOCK COLLEGE
SEPTEMBER 2019



GROUND FLOOR



FIRST FLOOR



SECOND FLOOR



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This information is only concerned with improving access to the physical environment of the college.

NB Disabled access by a wheelchair is defined as that which is possible without any assistance, i.e. no sills or steps.

Buildings Accessibility Plan & Strategy

There are three categories of access problems to be considered:

A Those problems, which the college should be able to resolve from its own funding.

B Larger problems, which could only be resolved by the Local Authority.

C Problems, for which there is no practicable solution, managed by avoidance of the area.

Category A

Main Hall area:

Problem: Main doors into the lobby outside the Main Hall

Solution: Removable ramp to be placed down when required.

Access to Business Studies and IT Block:

Problem: Inability to access Business Studies department BS1 and BS2

Solution: Not practical to overcome therefore G5 made available for all timetabled Business Studies lessons.

Thresholds and Steps:

Problem: Several rooms difficult to access over the threshold:

- a. Ndeeba Room



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b. A1

c. PE2

d. A3- Can be accessed by going through A2

Solution: For all of the above except a) Ndeeba Room all lessons can be timetabled using different rooms.

Problem: Inability to access S12 (due to steps), DTX and RTL (Due to steps) and Exams office.

Solution: There are alternatives for all these rooms except RTL.

Ramps:

Problem: External ramps not clear to students with visual impairments- Solution: To paint large triangle/ arrow showing direction of slope.

External Access to the Athletics Field:

Problem: Access onto the Athletics field and Astro turf, only gate accessed by students has a high curb to get into the area.

Solution: To have a key cut to be able to independently access the main gate onto the Athletics Field.

External steps, including steps under doors:

Problem: Nosings to have clear contrast to assist those with visual impairment.

Solution: On-going programme of maintenance. Painting a band of yellow paint on to the front edge of tread and top edge of riser.

Category B

Thresholds:

Problem: Several rooms difficult to access over the threshold:



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- a. Ndeeba Room
- b. A1
- c. PE2

Solution: To look at the thresholds and see if it is possible to replace if funding in place.

Problem: Access past Science block by Art rooms the pavement is very uneven and in some places raised.

Solution: Possibly to re-lay the paving slabs if funding in place.

Difficult doors:

Problem: Some doors very difficult to negotiate and heavy:

- a. Green doors down to music (by the boys toilets)
- b. Doors out of the back of Geography (threshold difficult as well)
- c. Doors out of the concourse to the covered area between the Refectory and Ndeeba room.

Solution: To be looked at and decisions made if funding in place.

External Access to the Athletics Field:

Problem: Gate into field not independent access as all other areas onto the field are up over a curb.

Solution: To be looked at and decisions made if funding in place.
