

## **Cambian Wing College**

### **Accessibility Plan September 2022 – July 2026**

#### **Context**

From 1<sup>st</sup> October 2010 The Equality Act replaced the Disability Discrimination Act (DDA). For Further Education (FE) colleges, disability equality duty continues to apply to all provision:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a sustainable disadvantage
- To plan to increase access to education for disabled students

This plan sets out proposals to increase access to education for disabled students in the three areas required by the planning duties:

- Increasing the extent to which disabled students can participate in the curriculum we offer at the establishment
- Improving the environment of the establishment to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

#### **Section 1: The purpose and direction of the plan: vision and values**

Cambian Wing College is an independent specialist college offering both 38 and 52 week residential provision as well as day places to students aged 16-25 with a diagnosis of Asperger Syndrome and associated conditions.

The college provides a safe, caring community where students can flourish, enjoy learning and succeed. Staff are trained to work with students to help them overcome their difficulties and develop into confident young adults. The college is committed to genuine equality of access and opportunity so that every student can achieve their full potential. Study programmes are structured to include a bespoke programme of specialist education, care and a wide range of clinical and therapeutic inputs, including Speech and Language Therapy, Occupational Therapy, Holistic Therapy, Physiotherapy, Psychiatry and Psychology support.

1A: Information from student data and audit:

In 2021/22 the college has 21 residential students and 21 day students enrolled to full-time study programmes. The college employs 91 staff.

The establishment regularly hosts a variety of visitors and stakeholders including parents, representatives from placing authorities, employers, contractors and members of the local community.

The current and likely future student cohort will demonstrate needs and behaviours associated with:

- Asperger Syndrome, Autism Spectrum Disorder
- ADHD/ADD/OCD/PDA
- Attachment Disorder/Oppositional Defiance Disorder
- Mental health difficulties
- Mild physical impairment including ambulant, tactile defensive, dyspraxia
- Sensory processing impairments e.g. visually and hearing impaired
- Communication difficulties
- Specific learning difficulties (dyslexia, cognitive development)
- Medical conditions e.g. controlled epilepsy, controlled asthma and eczema, dietary disorders

1B: Views of those consulted during the development of the plan:

All students, staff and parents have an opportunity to make contributions to development plans and regular staff and student meetings are held where views, adjustments and developments are recorded. Parents/ carers have opportunities through regular communication with tutors, annual and assessment reviews and weekly contact with key workers to put forward their views.

## **Section 2: Key priorities**

In developing this plan, three key priorities are identified:

1) Increasing the extent to which disabled students can participate in our curriculum:

- Inclusive teaching and learning styles
- Student grouping and peer interaction
- Participation in sporting and cultural activities
- Curriculum content and structure
- Curriculum planning
- ICT, Key Life Competencies, literacy and numbers across the curriculum
- Individual timetables with personalised learning
- Teaching resources and materials with training on how to use them
- Assessment strategies and examination, accreditation and vocational opportunities
- Classroom organisation and positive behaviour support
- Participation in evening and weekend activities
- Participation in educational visits
- Effective deployment of learning support staff
- Flexible, responsive timetabling

2) Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services:

The college is committed to ensuring full access to wheelchair users and those students with mobility difficulties – an accessible lift is available at the main site and two of the registered care homes have ground-floor bedrooms available if required. However it is noted that improvements can be made in order to make both the building and all learning activities accessible to all students. Therefore further adjustments will continue to be made to accommodate anyone with physical access needs. Any new buildings and refurbishments will take full regard of the DDA and current building regulations.

3) Improving the provision of information that is currently provided in writing

We will continue to provide and enhance provision for access to information through:

- Video, Audio, Interactive Whiteboards and other applications of ICT
- Adapted teaching materials
- Use of plain English, key words and take regard of needs where English is not the first language
- Use of Signs and Symbols
- Sharing successful practice
- Staff training delivered by specialists e.g. Speech and Language and Occupational Therapists

### **Section 3: Making it happen**

3A: Management, coordination and implementation:

The senior leadership team are responsible for making sure that all staff are aware of the plan, their responsibilities and for incorporating it into departmental planning.

All new staff complete induction training which encompasses Equality and Diversity, Risk Assessments and Health and Safety with reference to this plan. Regular refresher training is undertaken by all staff and, where needed, additional training is given to meet students individual needs e.g. epilepsy training. All staff additionally complete online training with regular refresher modules.

Individual Learning Plans, Individual Risk Assessments and Care Plans are created for all students and are reviewed regularly to ensure that the young person's needs are being met. This includes ensuring that information is provided to external agencies when students are preparing to leave the college. A wide range of assessment processes and systems are used to record baselines and track progress across the academic year in education, care and therapeutic interventions.

This plan is reviewed annually in conjunction with our College Development Plan and Self-evaluations. All staff, parents and students are given the opportunity to make contributions. At the end of the year an audit of this plan is undertaken and is available to staff, students and parents.

3B: Accessing the plan:

The plan is available to view using the following methods:

- It is readily available upon request from the college via the Principal, head of Education or Registered Managers
- Parents and students are made aware of the plan prior to admission
- Copies are available in all residential care homes, the staffroom and all managers have access to an electronic version
- All plans and policies can be provided in alternative formats

#### **Section 4: Development Plan**

Focus	Actions	Timescale	Responsibility	Success Criteria
Curriculum	ICT facilities and CPD further developed to include priority purchasing to meet specific needs and schedule of staff training to update ICT knowledge/skills incl. social media and online safety	Initially Sept 2023 but ongoing as needs arise	ICT Technician / Education team /IT Director	Access to appropriate technology improved for all students. Improved quality of resources and student voice. Safe practices for all students and enhanced understanding of how to keep themselves safe
	Tutorial and vocational curriculum plan developed to ensure high-quality delivery and focus on raising awareness of diverse groups, incorporating protected characteristics into lesson and activity planning	Sept 2022	SESW / Education team / VP	Improved access to/participation in curriculum for all students
	Develop staff training programme to include updated disability awareness and equality/diversity sessions	Initial strategy shared Sept 2022	SLT	Increased staff confidence and resilience evidenced through survey responses. Reduced volume of complaints

	Further develop and communicate positive behaviour management strategy to include anti bullying policy and framework to support sanctions for on-going/repeated		SLT	Decreased incidences of peer on peer abuse related to protected characteristics and/or avoidable incidents
Physical Environment	<p>Complete sensory and physical environment audit across all 5 sites to provide recommendations for improved learning environments</p> <p>Engage student reps to conduct environmental audit across all sites to provide student views on priority improvements</p> <p>Re-position signage and display information to create clear visual markers across all sites that encourage student engagement</p>	Sept 2022	<p>SALT / HoE</p> <p>Tutors to monitor</p> <p>Principal / Estates team</p>	<p>Access to all college buildings and sites improved. Improved student participation in lessons and activities</p> <p>Increased student confidence and accountability for environment</p> <p>Improved ambience and increase in appropriate use of resources by all students</p>
Communication	<p>Ensure all policies are updated to consider protected characteristics, implications of disability on access, inclusion and anti-bullying behaviour</p> <p>Ensure all communication is made available in alternative formats e.g. community languages, large print &amp; audio</p>	On-going	Admin Manager	<p>Improved reputation based on more proactive communication with diverse audience – evidenced through parental responses</p> <p>Increased referrals as a result of clearer messaging through website and social media</p>

	Engage with central social media/website developers to share best practice			
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