



## Vega College Accessibility Plan

### Document Control

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## Contents

1. MISSION STATEMENT .....	3
2. AIMS .....	3
3. LEGISLATION AND GUIDANCE.....	3
4. ACTION PLAN.....	4
5. MONITORING ARRANGEMENTS .....	6
6. LINKS WITH OTHER POLICIES.....	6

## 1. MISSION STATEMENT

A 21<sup>st</sup> Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

## 2. AIMS

Schools and Provisions are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our college aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the college website, and paper copies are available upon request.

Our college is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

Relating to accessibility in college, this procedure sets out the process for raising these concerns.

## 3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### 4. ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our college offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>To give all students access to Teams</p> <p>All students have an email that works with a password they cannot change.</p> <p>All staff know how to deliver lessons through Teams and give feedback</p> <p>All staff work with all subjects across the curriculum to enable them to identify next steps and targets.</p>	<p>Set all students up with an email so they can access all learning on Teams if they cannot get on site.</p> <p>Staff to be trained on Teams.</p> <p>Questionnaire sent out to staff to see how they rate their skills on Teams and identify gaps in knowledge.</p> <p>All students baseline tested to identify levels and gaps in understanding.</p>	<p>EW/RW/HP/CT</p> <p>EW</p> <p>EW</p> <p>CT</p>	October Half Term	<p>Teams group set up for students.</p> <p>All students have an email address with a password they cannot change.</p> <p>All staff are on Student Team so able to make contact with students about work.</p> <p>Work put on Teams is 'chunked' so students are not overwhelmed.</p> <p>Log in shared with schools if they are accessing Vega work at mainstream.</p>

Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required.	All students to have access to the college without feeling isolated	Quiet tables set up on ground for students to access if they want a quiet space or time apart from other students.	EW	October half term	Tables set up individual and in pairs.
		Full integration of all students.	Downstairs toilet can be used for easy access	EW	Immediate	All girls and physical needs catered for
			New carpet to be fitted at entrance to increase grip when walking or maneuvering on it.	EW	December 22	Quotes received.
Improve the delivery of information to students with a disability.	Our college uses a range of communication methods to ensure information is accessible.	<p>All parents and students have office email address</p> <p>All students and parents have Vega mobile and land number</p> <p>All staff contact parents via email, phone, text depending on preference</p>	All details given to all staff and all parents	RW	October half Term	<p>All staff have student/parent and school email address</p> <p>All staff have contact numbers for parents and schools.</p> <p>All parents have Vega mobile, land number and email address.</p>

## **5. MONITORING ARRANGEMENTS**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

## **6. LINKS WITH OTHER POLICIES**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy