

# Accessibility Statement and Plan 2022-2023

Revision number	1.0
Review date	01/09/2019
Next review date	September 2022

**Date of completing the review:** September 2022

**Name of person leading the review:** Kerry Mullinder

**Position of person leading the review:** Head of Learning Development and Safeguarding

## **Disability and Access Statement**

### **I. Background**

- I.1 In accordance with the Equality Act 2010 and its Mission Statement, the College seeks to provide access to education for those with the ability to benefit from it, in a manner sensitive to issues of justice, equality, diversity and inclusion. The College's current courses, facilities and admissions procedures are described in its Prospectus, Policies and Student Charter.
- I.2 The additional facilities and support provided for disabled students, over and above those provided for all students will change from year to year, according to the know impairments or additional needs of students in the College at the time. We endeavour to create a 'package' of support which is tailored to meet the student's individual needs.
- I.3 We will make 'reasonable adjustments' for any disabled student, staff member, applicant, parent/care or other visitor to the College, as required by the Equality Act. We recognise this is an anticipatory duty and will, over time, aim to improve the accessibility of all our facilities and services.
- I.4 The College aims to provide appropriate additional support for its disabled students taking into account the additional funding available from the Education Funding Agency (EFA) OR Local Authority for such purposes. The College is more likely to be able to provide support where students identify their additional needs prior to enrolment.
- I.5 Every effort will be made to meet the needs of disabled students whose needs are identified at the admissions stage, and also to make adequate provision for those students whose additional needs only become evident during their course at the College. The responsibility of students to disclose any disability related issues or other additional needs and to avail themselves of the support available rests ultimately with the student.

- 1.6 The College works to the social model of disability, and so will aim to remove any barriers that disadvantage disabled staff, students or visitors may face in accessing the environment, curriculum or information.
- 1.7 The College will make 'reasonable adjustments' for disabled job applicant's through-out the application and recruitment process. It will work also with disabled staff to meet their needs, using the Access to Work Scheme where appropriate.

## **2. Admission Arrangements**

- 2.1 Disabled students are considered for admission in accordance with the Colleges' Equality, Diversity and Inclusion Policy and on the same terms as other students. Students are asked to declare if they are disabled or have a learning difficulty on their application form in order that the College can assess their needs and its ability to make 'reasonable adjustments', where necessary, to accommodate them.
- 2.2 Where a student has an Education Health Care Plan naming the College and the Local Authority agrees their High Needs Funding, they will be considered as a Category I applicant in the admissions student.
- 2.3 Students with an Education Health care plan will meet with the Head of Learning Development and Safeguarding separately to discuss their needs and support.
- 2.4 All prospective students are invited to attend an Open Evening or Open Day to look around the College and talk informally with teaching staff. Representatives from the Colleges Learning Development will be there to discuss any questions you may have. Prospective students who have additional needs or are disabled, who wish to make a further visit (for example, to check access to particular facilities or meet specialist staff not available on the Open Evening) may make arrangements through the College Reception.
- 2.5 The application process for the majority of students includes an interview with an Academic Mentor or a senior member of the College staff. AT this interview, disabled students should discuss on an individual basis their particular needs and additional support or other particular arrangements that may be available to them. For those students with an Education Health Care Plan this interview will be with the Head of Learning Development Safeguarding.

- 2.6 Students who have additional needs or a disability will be invited to a transition event to meet with the Learning Development team. This will allow students to bring appropriate documentation, start to build relationships with key staff and feel reassured about what they need to do during enrolment and new starter days.

### **3. Educational Facilities**

- 3.1 Disabled students have access to courses and facilities on the same terms as all other students.
- 3.2 The College promotes inclusive education and will do all it can to ensure disabled students can play a full part in all aspects of academic and social life at the College.
- 3.3 The College will provide auxiliary aids and equipment to disabled students where appropriate.
- 3.4 The College will provide interpreters for any students who are Deaf or hearing impaired, or personal assistance to those with physical impairments and care needs where appropriate and recommended on their Education Health Care Plan.

### **4. Examination Arrangements**

- 4.1 Students who believe they need particular examination arrangements for any reason relating to additional needs, should identify this need on their application forms, or as soon as possible thereafter.
- 4.2 Where appropriate, the College will apply to the relevant Examination Board for particular examination arrangements to be made for disabled students, but the final decision in each case rests with the Board. Students for whom particular arrangements have been approved by the Examination Board are normally allowed similar arrangements in the corresponding internal examinations.
- 4.3 Where particular arrangements are to be sought because of a student's learning difficulty, the College can arrange a psychological assessment where this is necessary. Students may be asked to provide reports of earlier assessments to give further support to the application. Where particular arrangements are to be sought for other reasons (e.g. long-term medical conditions) students may be asked to provide evidence such as a letter from a doctor.

### **5. Access to Information**

- 5.1 The College recognises its responsibility to provide accessible information in a timely fashion and in their preferred format to disabled students or staff members.
- 5.2 The College will aim to ensure that its published information is accessible to the widest possible audience (e.g. in terms of font size, colour contrast etc.).
- 5.3 Where appropriate, the College will secure appropriate technology to enable access information for disabled students e.g. Jaws and Dragon software.
- 5.3.1 The College will produce information in different formats e.g. Braille, large print etc. where required.

## **6. Counselling, Welfare and Pastoral Support**

- 6.1 Disabled students have the right to access the same counselling, welfare and pastoral support as all other students. Reasonable adjustments will be made to any support services to ensure they can be equally accessed by disabled students.

## **7. Access to Premises**

- 7.1 The College has invested heavily in improving access to its buildings and facilities for students, staff and visitors with impaired mobility, especially in the new buildings. Access is possible to all of the curriculum areas and services provided by the College.
- 7.2 The College will try to arrange its timetable of classes, within the limits imposed by the premises generally and by specialist subject needs, so that disabled students have easy access to their chosen courses. This is more likely to be possible if students identify their needs and choice of courses at an early date.
- 7.3 No particular home-to-college transport facilities are currently provided for disabled students, but the college will consider any request for such facilities made in good time and will work in tandem with the Local Authority to try to secure the appropriate assistance with transport. Students with limited mobility who travel by car are normally permitted to use the disabled parking bays in the staff car park (close to the College buildings) if they so wish; applications should be made to the College reception.
- 7.4 The internal arrangements of furniture in many rooms can be altered to meet the needs of the users as well as the nature of the activity being held in the room. Specialist rooms may require further specialist adaptations to meet the needs of specific disabled staff or student users, though

these would best be designed to meet the need of the specific user. A total of six multi-height position workstations can be located and positioned in areas where they are required.

- 7.5 All buildings are now fully accessible for wheelchair users. Further door sensors have been fitted to exterior doors to the rear of A and B building and from the refectory to the outside eating area; a ramp has been built to the rear car park from B building and into G building. Access to A building is via a ramped pathway at the rear of the building. This is linked to a pathway adjacent to the west wing of B building leading to the disabled parking area and the external dining area.
- 7.6 All classrooms and corridors are fully accessible and an automatic door has been fitted to the dining area with a partitioned walkway to the serving area to facilitate wheelchair access.
- 7.7 Toilets accessible to disabled people are available in each building, and in B building, on each floor. All have emergency pull cords.
- 7.8 During evacuations all appropriate staff has an independent radio device that covers all areas of the site. Appropriate staff members have also received training to use the Evac Chairs for students with a mobility difficulty.

## **8. Related Information**

- 8.1 This policy should be read together with the College Prospectus, Equality, Diversity and Inclusion Policy and the College Charter. Copies of these are available on the College website or from the College Reception. They include statements of the College's current policy given in good faith and within the limits of the facilities available and some items may change from time to time. Students wishing to place particular reliance on anything in this Statement, in the Prospectus, in the Equality, Diversity and Inclusion Policy or in the Charter should make it clear to the college in writing when applying for a place.
- 8.2 The College has a Learning Development Team Manager responsible for co-ordinating provision for disabled students or those with learning difficulties, supported by a team of specialist staff working to make provision to meet individual needs. Specific enquires may be addressed through the College reception.

## **9. Complaints**

- 9.1 Students who believe the college is not providing the facilities or support indicated above, or set out in their individual Learning Agreement; should first discuss the matter with their Academic

Mentor. If the matter cannot be resolved to the students' satisfaction, they may make a formal complaint following the procedure set out in the Student charter.

- 9.2 If any disabled staff wishes to complain about any access or disability issues, this should be raised initially with the HR Manager, and if necessary followed up through the usual grievance procedures.
- 9.3 Disabled parents/carers, visitors or other stakeholders wishing to complain about access or disability related issues should do this through the usual Complaints Policy and Procedure.

Target		Action	Cost	Timeframe	Expected Outcome
Access to curriculum	Ensure ICT appropriate for students with disabilities	<ul style="list-style-type: none"> <li>Review accessibility of ICT (including notepads &amp; whiteboards) using specialist expertise e.g. MW.</li> <li>Involve pupils in review of hard &amp; software.</li> <li>Prioritise new software to purchase for students who require this as part of their Education Health Care Plan.</li> </ul>	N/A  N/A Approx. £7000	Completed by September 2022  Completed by September 2022  Completed by September 2023	To ensure that the students are feel included in decisions and that they can completed access the curriculum.
	Create effective learning environments for all	<ul style="list-style-type: none"> <li>Reinforce responsibilities of all teachers with regard to supporting students with special educational needs or disability.</li> <li>Create an effective system of monitoring SEND provision within the college with a range of SEND specific lesson observations and learning walks.</li> </ul>	N/A  N/A	Ongoing throughout 2022/23  Completed by September 2023	To create and embed a SEND culture where the progress of students with SEND is the responsibility of all.  Quality first teaching being the core focus of the experience of all students.
	Increase participation in extra-curricular activities and enrichment	<ul style="list-style-type: none"> <li>Ensure that as part of the curriculum and day-to-day life of students with any SEND.</li> </ul>	N/A	Completed by September 2022	To create a whole college experience for all students that helps develop them socially and pastorally.
Environmental	Expansion of the Learning Development base to accommodate all new students.	<ul style="list-style-type: none"> <li>The building of three extra intervention rooms to ensure that students are able to work with staff members in a quiet and private space.</li> <li>The development of an open space for staff to implement specific group work such as resilience training.</li> </ul>	Approx. £11,000	Completed by September 2022	To help meet need and capacity so students feel safe and able to work in a quiet area with specific support.  To encourage group work to build on social relationships in the college.
Analysis of student voice for disabled students or those with learning difficulties or additional needs	Create student voice opportunities	<ul style="list-style-type: none"> <li>Embed a cycle of evaluation within the department to ensure we are consistently getting feedback regarding support and interventions that are on offer.</li> </ul>	N/A	Completed by September 2022	To ensure that students are at the centre of our provision and are advising what needs to be improved and what is working well to support them.
Mental Health provision	Expansion of mental health provision	<ul style="list-style-type: none"> <li>Introduction of new staff trained in relation to mental health.</li> </ul>	Salary of new staff	Completed by September 2023	This is to embed a culture of mental health and awareness to support students with mental health difficulties.
	The forming of specific workshops focusing on different aspects of Mental Health	<ul style="list-style-type: none"> <li>Create a calendar of national events with training attached for all.</li> </ul>	N/A	Completed by September 2023	To raise awareness of mental health and effective strategies for staff and students.



If you have a question about this plan you should contact: Miss Kerry Mullinder

Date of next review: August 2023

[www.stbrn.ac.uk](http://www.stbrn.ac.uk)

Broomhill Road, Brislington, Bristol BS4 5RQ | T 0117 977 7766 | F 0117 972 3351 | E [info@stbrn.ac.uk](mailto:info@stbrn.ac.uk)

Principal Michael Jaffrain NPQH PGCE

Charity Number 233977

