



THE
MARVELL
COLLEGE

Accessibility Plan September 2019- 2022

Produced: Summer term 2019
Review date: Summer 2022

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This plan sets out the proposals of the Governing Body of the college to increase access to education for disabled pupils in the three areas required by the planning duties in the Equalities Act 2010

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the college to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Marvell College Mission Statement

The Marvell College exists to help parents and carers educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly caring community and appreciate that we are enabled to flourish in a country which respects life, cultural diversity, hospitality, equality of all and enshrines these values in law, upheld successfully by our long standing parliamentary democratic tradition.

We are committed to the pursuit of excellence in all that we do by working as high performing teams and believe that effort, hard work, perseverance and purposeful practice are essential to our journey to be the best school imaginable.

Each person in our community is specially valued and has an important part to play.

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

Under the Equalities Act 2010, the Governing Body has three key duties towards disabled pupils.

- 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 substantial disadvantage
- To plan to increase access to education for disabled students.

It is a requirement under the Equality Act 2010 that the college has an accessibility plan which is resourced, implemented, reviewed and revised as necessary within a three year time frame. The plan will be shared with staff, parents, students and other interested parties. It will be published on the website, internal electronic systems and is available on request in other formats.

The plan should be read in conjunction with the following college policies and documentation and will show how the college will address the priorities identified in it.

TMC SEF and SIP
Departmental Improvement Plans
SEN Policy
SEN Information Report
SEN Code of Practice
Behaviour Policy
Anti-Bullying Policy
Sex Education Policy
Teaching and Learning Policy
Assessment, Recording and Reporting Policy
Admissions Policy
Business Continuation Plan

The plan will be reviewed internally and will be subject to both internal and external scrutiny.

Our Aims within the plan are to

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Access to the Curriculum

Special Educational Needs at The Marvell College

The Marvell College currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The Marvell College has direct experience of supporting children with all of the above, with the exception of PMLD and MSI.

Identification and Assessment of Pupils with SEN.

- The Marvell College have a dedicated transition team, who are responsible for ensuring a successful start at secondary school for all our young people. As part of transition preparation, a wide variety of information is gathered about all pupils, including those with SEN. Where necessary, the SENCo is involved in this process as it relates to pupils with

SEN. Further assessments are carried out during this process and in the early stages of year 7, including assessment of reading age, cognitive ability and prior attainment.

- This data is reviewed in detail by the SEN team and if necessary, further assessments may be carried out to enable appropriate interventions to be put in place.
- Through ongoing assessment and their knowledge of SEN, teaching staff at The Marvell College are able to identify pupils who may be experiencing difficulties in their learning. If they consider that a child may have SEN, there is a clear referral process to the SEN team in school, where further assessments of a child's needs will be made.
- In order to make sure that staff are able to do this, a regular programme of CPD regarding SEN is in place. This takes the form of whole school training, additional CPD sessions on specific types of SEN or aspects of SEN provision and staff are encouraged to access online training tools, such as the Inclusion Development Programme (IDP).
- Assessment of pupils with or without SEN is an ongoing process that ensures early identification of pupils who are not making expected progress for any reason, including the presence of SEN.

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

Once the needs of a pupil have been identified as outlined above (assess), suitable provision will be agreed in accordance with the specific needs of the young person (plan). The provision will then be put in place for a period of time as agreed (do), after which time progress will be checked (review). It may be that in doing the intervention, further information is gathered which may require an earlier review. After reviewing progress and carrying out additional assessment if necessary, it may be decided to carry on with the provision, or to modify or change the programme as appropriate. This is known as the Graduated Approach of Assess, Plan, Do, Review.

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make expected progress in relation to their starting point. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves.

Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.

The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at The Marvell College are:

- In all cases, quality first teaching is at the heart of everything that we do at The Marvell College. We provide a differentiated provision for all high incidence SEN, for example dyslexia, to become part of all classroom teaching.
- At KS3 pupils are withdrawn from lessons or registration to work in small groups on a variety of literacy interventions such as Lexia, pre-teaching, handwriting or Units of Sound, dependent upon their specific need.
- In KS4, pupils who need support with life skills, take Core skills as one or two of their option subjects, to aid their progress in to adulthood.
- KS3 Maths interventions are provided to support pupils who show signs of difficulty with numeracy.

- Where a higher level of support is required, in-class assistance from a teaching assistant (TA) may be put in place.
- For those pupils who are working significantly below their age related expectation, nurture groups are provided in years 7, 8 and 9. Pupils follow a bespoke differentiated curriculum.
- Lunch time and break time Friendship club is offered to all pupils, but especially for pupils who find unstructured time difficult to manage. There is also a Homework club and Film club after school aimed at supporting students.
- Inclusion sports activities are in place and pupils with special educational needs will be encouraged to participate. Links with a local special school have been made to allow sporting competitions to take place between the two schools.
- We have support for pupils requiring emotional and social development in the form of social skills groups. A strong pastoral system operates for all pupils in the school including those with special educational needs. This system allocates each child a tutor with whom they can discuss any problems and successes that they may have. Further support groups are available as they may be required

Equipment and Facilities to Support SEN

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs. They may even extend to requesting additional funding from the local authority if appropriate.

Physical Environment

The Marvell College is a new build and therefore meets all current legislation with regards to disability discrimination. Details of the physical environment are as follows:

- The College consists of a three storey building with front, rear and side access (side for site staff only).
- Access to all floors is via central and rear staircases. There are two lifts that service all floors and can accommodate wheelchairs and other mobility devices.
- All corridors are sufficiently wide to accommodate wheelchair access, as are all doorways.
- All areas are level, so ramps are not necessary.
- There are 26 toilets with disability access and suitability over all three floors of the building.
- All external areas are accessible by wheelchair access.
- The reception area has a low level desk to accommodate wheelchair users and a hearing loop is available for those with a hearing impairment.
- All permanent information signage is also provided in braille.

- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability (PEEPS)
- Evacuation chairs are available on the third floor. All floors have emergency waiting stations with buzzer access to help.
- Health and safety issues identified and addressed on a continuous basis by a range of people within school - including SLG and the site management company (RFM).

Improve the Delivery of Written Information

The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by: the Freedom of Information Act (FOIA) the Data Protection Act (DPA) the Disability Discrimination Act the Equality Act (2010) and other legislation that provides a right of access.

Information provided by the school

Students have access to information by:

- the regular reporting of students' progress by written reports from teachers
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings and Academic Review Day
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans, Daily Report Cards.
- the SEN review process
- representation on/by the Student Council

Parents have access to information by:

- the regular reporting of their child's progress by written reports from teachers
- teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual subject-based and tutor based Parents' Evenings.
- New Parents' (Y7) evening (September/October each year)
- Options Evening (for Y8 students selecting their KS4 courses)
- the school's website
- by prior appointment to visit the school

- specific requests or information through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- the Main School Prospectus.
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- the School's website
- contact with professionals within the school
- by written request to the School.

Complaints Procedure

In the first instance, complaints should be made directly to the school using the following email. Dependent on the nature of the complaint it will be passed to the relevant person.

admin@themarvellcollege.com