

### Solihull Sixth Form College Accessibility Action Plan 2024/25

Key Objectives	Established Practice	Actions for 2024/25	By whom	By when
<p><b>Increasing curriculum access for all students</b></p> <p>All staff receive ongoing training in making their curriculum offer accessible to all students. SSFC will continue to seek and follow the advice of Local Authority Services such as those provided from Solihull's Inclusion Support Services (SISS) and of appropriate health professionals from the local NHS Trusts.</p> <p>Accessibility planning and reasonable adjustments also cover, teaching and learning expectations and wider curriculum access including the participation in enrichment.</p>	<p>All our courses are Level 3 qualifications. As such students must achieve a certain level of academic attainment in order to join the college. Entrance requirements are set as we believe that students who have achieved the required grades will be prepared for the challenge of advanced level study and will be able to start their courses with confidence.</p> <p>There are almost 50 courses for students to choose from. The largest part of our provision is A Levels which is assessed by examinations at the end of two years of study. Our BTEC courses (offered as 1, 2 or 3 A Level equivalent courses) involve more coursework than A Levels but also include some external assessment. We also offer a T Level qualification.</p> <p>Liaison with and input from a range of services is sought to assess and support individual's needs and provide advice to colleagues regarding approaches required. Students with additional learning needs are able to disclose these during the application process to ensure that they receive the right level of support when they join the college.</p>	<p>Curriculum planning is reviewed annually and where appropriate in collaboration with our secondary colleagues across Summit Learning Trust. This is to ensure from intent to implementation, all adaptations are having a positive impact on outcomes. This is part of an on-going monitoring cycle for all leaders.</p> <p>Recommendations made by outside agency specialists to be implemented as guided and regularly reviewed so that evidence in support of the graduated approach can be robustly evidenced.</p> <p>Leaders to continue ensuring that professional learning is effectively enhancing classroom practice thereby increasing curriculum access and subsequent achievement for all students.</p>	<p>Curriculum Leaders Lead practitioners SENDCO SLT Trust Academy Improvement Team</p> <p>External Agencies Subject teachers ALS Teachers &amp; Enablers</p> <p>Senior and Middle Leaders Teachers</p>	<p>Ongoing</p> <p>Ongoing in response to emerging, escalating, and monitoring of individual student's needs</p> <p>As per the schedule</p>

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	<p>ALS has a presence at all Open Events, Interview Events, Enrolment and Induction to aid with transition as necessary / appropriate. Students are offered reasonable adjustment to entry requirements as necessary / appropriate and with consideration of their ability to be successful.</p> <p>Quality assurance of curriculum access for students with SEND is carried out on a regular basis through our Quality Assurance Cycles which include climate walks, work scrutiny and student voice. Feedback is given, action is taken, and a need to be carried out, can be tailored to meet individuals' reading and spelling levels.</p> <p>Sixth form is a key stage in education where students decide on their post-18 routes which could be higher education, apprenticeships, employment or gap year. They are supported in this by their Academic Coach with advice and guidance in Personal Development sessions, as well as one to one. Students have access to the Careers team at any point for specific advice and guidance.</p> <p>Teachers maintain learner profiles and have access to Sen and accessibility information on Arbor, detailing individual needs and strategies. Colleagues are expected to use this information when planning for their lessons.</p> <p>All students are invited to attend curriculum and enrichment activities, trips and visits.</p>	<p>Ensure the accuracy with identification of SEND students and administration are upheld with internal and external quality assurance checks carried out.</p>	<p>SENDCO</p> <p>Curriculum Leaders SENDCO SLT</p> <p>Academic Coaches Careers Coordinator SLT</p> <p>Teachers Curriculum Leaders SLT</p> <p>Teachers Student Development Officers</p>	<p>Ongoing</p> <p>Daily</p> <p>As appropriate</p> <p>As appropriate</p>

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	<p>Leaders regularly review the uptake to ensure the extra-curricular opportunities are being attended by a cross section of students. Student views are also gained to ensure new and existing activities are inclusive.</p> <p>Exam access arrangements are available to students in support of both internal and external examinations – procedures are annually and externally inspected to ensure regulations are adhered to. The college has three qualified assessors to administer the Jcq approved assessments and applications.</p> <p>Risk assessments are carried out where appropriate and are regularly reviewed on an individual basis to ensure students with physical, medical or SEMH needs can participate safely and appropriately in their learning.</p> <p>Every student has an assigned Academic Coach from whom they can access pastoral support or mental health first aid. The college also has a Mental Health Lead and two BACP qualified counsellors.</p>	<p>Risk assessment forms continue to be reviewed on a timely and individually agreed basis to reflect current, emerging and future needs.</p>	<p>Lead Practitioner SLT</p> <p>Teachers SENDCO Exams Manager</p> <p>Safeguarding Team SENDCO Welfare Officer</p>	<p>As appropriate</p> <p>As appropriate</p>
<p><b>Improving the physical environment so that all students and other users can take better advantage of the educational facilities and services available</b></p> <p>The academy will take</p>	<p>Annual Access audit – Every July</p>	<p>Please refer to Accessibility Audit – Actions from July 2024</p> <ul style="list-style-type: none"> <li>Nosings on external steps, demarcation of ramps, maintenance of surfaces, yellow demarcation – annual planned prevention maintenance takes place every summer when all are repainted (next Due summer 2025) Estates</li> <li>Hamilton building entrance not automated – Capital bids have been invited for commissioning automatic doors at entrance – Planned for summer 2025 Estates</li> <li>Glass door panels – all door used by staff and students have vision panels - Estates</li> <li>Fire doors heavy for wheelchair users – additional handles to be fitted by summer 2025</li> <li>Increase no. of evac chair trained staff in each building – training Dec – July 2025</li> </ul>		

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<p>into account the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</p>	<p>Timetabling adjustments have been made to facilitate learning for students with additional needs. Adjustments are carried out in consultation with the student, parent/carer and colleagues and upon recommendations given by professionals.</p> <p>Reasonable adjustments are made to support parents/carers in attending college meetings or events. Routes to locations are carefully planned for with the use of portable ramps or via access that has been reconfigured to improve wheelchair or mobility scooter access.</p>	<ul style="list-style-type: none"> <li>• Communication with staff/students who would need to use evac chair - process clarified and included in all PEEPS reviews Jan 25</li> <li>• Red alarm cords – now on weekly check.</li> </ul>		
<p><b>Improving the availability of accessible information</b></p> <p>Improving the quality and delivery of written and auditory information to students, colleagues, parents/carers and visitors with SEND.</p>	<p><b>The following channels of communication are used to communicate with parents/carers</b></p> <ul style="list-style-type: none"> <li>• Text messaging, emails or MIS for information sharing, reminders, school closures, trips, attendance, parent/carer evenings, events.</li> <li>• Parents/carers with dual responsibility receive separate correspondence upon request</li> <li>• Office enquiry email address and contact is publicised.</li> <li>• Social media is regularly updated</li> <li>• Front of house colleagues are on reception from 8:00am- 5:00pm</li> </ul>	<p>Audit the diverse range of spoken languages colleagues speak to support translation with stakeholders where required.</p>	<p>OS Assistant Principal</p>	<p>March 2025</p>

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	<ul style="list-style-type: none"> <li>• Readability is considered when producing content for the Principal's Update which is sent to parents/carers.</li> <li>• Points of contact / channels of communication included on Principal's Update</li> <li>• Translation function on website</li> <li>• Parents' Meetings offer a choice of online or face to face meetings with class teachers</li> <li>• Careers and post 18 interviews and support</li> <li>• Student notices shared during Personal Development to inform pupils of relevant information and events etc.</li> <li>• Welcome to College Day in the summer term prior to Year 12 for all offer holders.</li> <li>• At transition events and start of year, additional support from the ALS team is available</li> <li>• For vulnerable or SEND pupils, where appropriate, involvement from the ALS team to support and advocate their voice</li> <li>• Internal MIS used to record pupil information, accessible at various levels to inform colleagues of students' holistic needs and requirements</li> <li>• Celebratory and awards events which families are invited to</li> </ul> <p><b>Colleagues use the following methods to improve the quality and delivery of information presented to their</b></p>			

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	<p><b>students:</b></p> <ul style="list-style-type: none"> <li>• Dual coding strategies</li> <li>• Concrete examples / manipulatives</li> <li>• Modelling “I say it” “we say it” “you say it”</li> <li>• Examples to illustrate expectations</li> <li>• Scaffolding to support verbal and written responses</li> <li>• Enlarged text for visually impaired students</li> <li>• Access to laptops</li> <li>• Thoughtful seating plans/pairings/group work</li> <li>• Student voice forums</li> <li>• Student Council</li> <li>• Exam access arrangements – reading / scribing / extra time</li> <li>• Handouts to reduce notetaking or copying</li> <li>• Dyslexia friendly font (and coloured paper used where appropriate)</li> </ul>			