



Groundwork South and North Tyneside – Route2Work College, Equality and Accessibility Statement 2022.

This statement and plan applies to all Route2Work College staff, learners and volunteers.

It is a requirement under the Equality Act 2010 for educational establishments to have an accessibility plan.

Each young person who joins our learning community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disabilities associated with learners ranging from moderate to multiple learning difficulties, and Special Educational Needs.

At Groundwork, Route2Work College achievement is celebrated; the teaching and learning environment and the achievements at the provision, enables young people to be as independent as possible so that they make the most of opportunities when they leave.

The purpose of the accessibility plan is to ensure that all young people have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which young people with disabilities can participate in the curriculum;
- Improving the environment of the learning provision to increase the extent to which young people with disabilities can take advantage of education and associated services;
- Improving information delivery to young people with disabilities.

The Trustees/Governors also recognise their responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.



Definition of disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We believe that we work hard to ensure that the culture and ethos of this learning provision are such that, whatever the abilities and needs of members of the learning community, everyone is equally valued and treat one another with respect. R2W College provides young people with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in “Accessing School: Planning to increase access to schools for disabled pupils” issued by the DFE in July 2004.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in the life of our educational provision.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the learning premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for staff and young people which result in improved outcomes for disabled young people, parents/carers and staff in all aspects of Route to Work life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our young people to experience success, happiness and excellence. All learners will benefit from the disability equality scheme as it will allow them to take full benefit of the opportunities that this provision offers.

We are committed to providing a fully accessible environment which values and includes all young people, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.



We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Development and Review

- The accessibility plan is guided by the principles and procedures in the Equality Act.
- The plan will be on the Route to Work website and reviewed annually by the leadership team to ensure it is effective.

The table below sets out how the College will achieve these aims. Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for young people with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all young people.	<p>Ensure all baseline information is recorded and any young people with disability / additional need is identified ASAP.</p> <p>Baseline assessment of all young people and any health care plans put in place as soon as possible.</p> <p>Ensure all staff are aware of any support required and actions in health care plans to ensure young people continue to make</p>	<p>Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners</p> <p>Personalised ILP's and timetables for each learner, based on their needs.</p>	Deputy Head and HoS Governors	September of each academic year.



		excellent progress towards challenging objectives			
Improve and maintain access to the physical environment	<p>Marsden Road - The building is on one level and accessible</p> <p>Jarrow Hall House - The learning environment is on the upper floor – the entrances are wheelchair accessible and the upper floor is accessed by a lift</p>	<p>There are no access issues</p> <p>A sound maintenance programme is in place for the lift and any maintenance issues are dealt with immediately.</p>	Continuously review learner access to ensure a positive impact on learning	Deputy Head and HoS Governors	September of each academic year.
Improve the delivery of information to young people	Ensure those young people with communication needs are supported using augmentative systems such as Makaton and visual prompts and timetables	Programme Lead and Tutors - monitor continuously	<p>Review and ensure differentiation to meet the needs of individual young people</p> <p>Tailored education programmes</p> <p>Education Health Care plans in place and monitored..</p> <p>Working relationships developed and improved with partners and teams such as South Tyneside HIT.</p>	Deputy Head and HoS Governors	September of each academic year

Access audit	Description	Actions to be taken	Person responsible	Date to complete actions by
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Feature				
Number of floors	<p>MARSDEN ROAD The building is on one level, doorways are kept free from rubbish at all times</p> <p>JARROW HALL The building is on two floors with the learning provision on the upper floor – the entrances are wheelchair accessible and a lift available to the upper floor</p>	<p>Maintain and ensure access</p> <p>Regular lift maintenance in place</p>	Facilities Manager	Ongoing
Corridor access	Corridors / walkways are wide width if wheelchairs or walking frames required. Designated space identified for storage of wheelchairs.	Ensure learner equipment does not block corridor	Senior person onsite	Ongoing
Parking bays	Disabled parking bays marked	None required	Facilities Manager	Ongoing
Entrances	Bell for main reception for all users, Entrances are monitored by CCTV	None required	Site supervisors	Ongoing
Toilets	Hygiene areas are open and accessible. Toilets have disabled access	None required	Site supervisors	Ongoing
Reception area	Accessible to wheelchair users	None required	Site supervisors	Ongoing
Internal signage	Large signs in place	None required	Site supervisors	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance Learners with disabilities will have a risk assessment and an individual evacuation plan in place.	Site supervisors	Ongoing



This policy also relates to the following legislation:

- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Pupils (2012) (Equality and Human Rights Commission)
- Supporting Pupils at School with Medical Conditions (2014) (DfE)