

Accessibility plan

Isebrook School



Complied by: T Hall	Date: Mar 23
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1. Aims

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

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

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

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

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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	COMPLETE BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our curriculum is designed to reflect the varying needs of our students and identifies strategies to enable effective communication. Our communication continuum aims to support students in all stages of their communication development and prepare them for adult life. • A Total Communication approach enables students to communicate their wants and needs in their preferred mode. This means that we support every student in communicating by ensuring that their 'voices' are heard • 'Communicate in Print' software package is available within school. Symbols are used to support understanding and to enable pupils to communicate their knowledge and understanding across the whole school and across the whole curriculum. • Targets are set effectively and are appropriate for pupils with communication needs. • The Communication Lead ensures the curriculum is reviewed to make sure it meets the needs of all pupils. 	<p>Signalong – all staff to be trained and Signalong to be embedded in our daily teaching across the pathways.</p> <p>Implementation of area specific visual support systems</p> <p>All students are able to access external examinations.</p>	<p>Staff trained to deliver Signalong training - time to be allocated for this training in current training day schedules during academic year. KS to support staff to embed this into their daily teaching</p> <p>Visual support systems to be available in all key areas of the school:</p> <p>The SENCo liaises with staff to understand and assess barriers to ensure that access to exams reflects practice in the classroom, ensuring students are successful. Procedures are established to ensure access arrangements are effective every year.</p>	<p>Communication Lead</p> <p>Communication Lead</p> <p>SENCo & Exams Officer</p>	<p>July 2024</p> <p>July 2023</p> <p>July 2023</p>	<p>Signalong to be used confidently by most staff</p> <p>Signalong to be seen in all Pathway 1 and 2 lessons</p> <p>Signalong to be featured in most Pathway 3 and 4 lessons</p> <p>Visual support systems become part of daily practice in the areas outlined.</p> <p>More effective safeguarding procedures when effective communication is available for all.</p> <p>Greater impact from interventions when effective communication is available for all.</p> <p>Student voice is featured in all of these key areas.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETE BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The school environment is adapted to the needs of pupils and is accessible. Measures include:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Classroom arrangements to ensure fair access • Quiet areas and sensory areas • Fire evacuation chairs • Assisted doors 	The Fire Evacuation Plan is fully accessible for all students and adults.	<p>Contact with the LA Fire Office to evaluate current plan and advise on potential developments.</p> <p>Install covers and 'screamers' to reduce the chance of accidental or deliberate false alarms (coupled with education for students from the Fire Brigade)</p>	Operations Manager	Jul 2023	All students and staff are able to evacuate quickly and safely at all times of the year.
		Communication boards outside enable students to navigate the physical environment and communicate	Boards designed and installed	Operations Manager		Accidental or intentional 'false alarms' are reduced.
				AHT & Operations Manager	Jul 2023	Pupil voice shows that students are confident accessing the school environment.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	COMPLETE BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible as part of our Total Communication approach. There are many forms of communication that the students may use which are individualised to meet the needs of each one. These include:</p> <ul style="list-style-type: none"> • Verbal • Signalong • Photos • Picture symbols • Pictures • PECS • AAC • Objects of reference • Eye contact and facial expressions • Gesture 	<p>Communication boards inside buildings enable students to navigate and communicate</p> <p>Signalong to be embedded in our daily teaching across the pathways.</p> <p>Implementation of area specific visual support systems</p>	<p>Boards designed and installed</p> <p>Staff trained to deliver Signalong training - time to be allocated for this training in current training day schedules during academic year.</p> <p>Visual support systems to be available in all key school areas: Pastoral – To support safeguarding communication, communication during restorative repair & supporting students to regulate. First Aid – Effective communication during administering medication or in a first aid situation. SLT offices – effective communication when supporting students to regulate/reflect. ELSA offices – Support students with their emotional literacy and self-regulation. To facilitate effective communication during sessions.</p>	<p>AHT & Ops Manager</p> <p>AHT & Communication Lead</p>	<p>Jul 2023</p> <p>Jul 2024</p>	<p>Pupil voice shows that students are confident accessing the school buildings.</p> <p>Signalong to be used confidently by most staff</p> <p>Signalong to be seen in all Pathway 1 and 2 lessons</p> <p>Signalong to be featured in most Pathway 3 and 4 lessons</p> <p>Visual support systems become part of daily practice in the areas outlined.</p> <p>Progress towards pupil outcomes</p> <p>More effective safeguarding procedures when effective communication is available for all.</p> <p>Greater impact from interventions when effective communication is available for all.</p> <p>Student voice is featured in all of these key areas.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and Senior Leadership Team.

It will be approved by the Governing Body.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy