



Accessibility Plan

Version Control

Version	Date	Page Number	Section	Amendment
	17.12.2019		New Policy	

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

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. Each child who joins Ickburgh School will be welcomed and valued regardless of sex, race, belief, physical disability or learning disability. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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 <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	Success criteria
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Some pupils make regular trips into the local community, as part of their curriculum. The school would like to expand the opportunities for young people to access the local community and beyond.	Short: Develop school understanding of schemes available for low-cost public transport and hire of minibuses and begin to access these. Medium: Ensure all pupils are accessing off-site visits on a termly basis. Long: Purchase or arrange hire of new environmentally friendly minibus.	-Research TFL and local transport options and provide costs summary to staff. -Develop staff competency and ensure audit of pupil access to off-site school visits. -Investigate options for new minibuses and bids, grants and fundraising options for securing these.	Barbara Joe Barbara	March 2020 September 2020 September 2021	Classes are making at least termly offsite visits, making use of discounted public transport or discounted minibus bookings. This is expanded further (half-termly offsite visits?) as a result of the availability of a new environmentally friendly minibus.
Improve and maintain access to the physical environment	New building opened in September 2014 and was specifically designed to meet the needs of learners	There are no access issues although there are long term goals to improve outside provision, including:	Complete the planned improvements and review pupil access	Barbara	Timescale	

Improve the delivery of information to pupils with a disability		(provide bullet points)	Liaise with Communication HLTAs to create programme of student council meetings. Coordinate communication learning walks to identify resourcing needs for the environment.	SLT Pathway Leads Communication HLTAs	July 2020	Records of twice half-termly student council meetings, showing pupils' impact on their school. The school building can be accessed with greater independence as a result of all pupil areas being well supported with visuals.
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4. Monitoring arrangements

This document will be reviewed every **3 years**, but may be reviewed and updated more frequently if necessary.

It will be approved by the Pupil, Parent & Personnel Committee

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 and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 floors. Stairs are kept clean and tidy and free from obstruction	Maintain and ensure access	FM team	Ongoing
Corridor access	Corridors are wide with available width for wheelchairs and other equipment.	Ensure pupil equipment does not block corridors	Headteacher/SBM	Ongoing
Lifts	SLA in place for maintenance	Regular service and maintenance	FM team	Ongoing
Parking bays	Disabled parking bays clearly marked	None	FM team	Ongoing
Entrances	Automatic front doors, enclosed lobby	None	Headteacher/SBM	Ongoing
Hoists	All classrooms have hoists	Ensure regular servicing	FM team	Ongoing
Toilets	All hygiene rooms have hoists. Toilets have disabled access and	Ensure regular servicing	FM team	Ongoing

	alarms				
Reception area	Accessible to wheelchair users	None		Headteacher/SBM	Ongoing
Internal signage	Large signs in place	None		Headteacher/SBM	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance		FM team	Ongoing

Policy Reviewed by: Barbara Fincham

Designation: School Business Manager

Date: 17th December 2019

Adopted by: Full Governing Body

Chair of Committee: Pat Corrigan

Signature:

Date: 17th December 2019