



**Ibstock Community College**

Respect and Pride brings Success

# **Accessibility Plan**

**May 2020**

***(review date Summer term 2023-24)***

**This policy has been shared with staff and governors of Ibstock Community College**

*Ibstock Community College is an exempt charity and a company limited by guarantee, registered in England with company number 8135574 and has a registered address of Central Avenue, Ibstock, Leicestershire. LE67 6NE*

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## Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Action plan .....	3
4. Monitoring arrangements .....	10
5. Links with other policies .....	10

This accessibility plan seeks to address the statutory requirements of the Equality Act 2010 by:

*“continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the college.”*

**“A person has a disability 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 carry out normal day to day activities” (Equality Act 2010).**

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## 1. Aims

**Ibstock Community College’s aim is to:**

- increase the extent to which disabled student; students with learning difficulties; students with an EHCP or vulnerable students can participate in the school curriculum (to include the wider curriculum such as clubs, trips and visits etc.).
- improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- improve the delivery of information to disabled students and parents/carers.

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

## 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.

As an academy, this policy complies with our funding agreement and articles of association.

### 3.Action plan

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.

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.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>We ensure our curriculum is made accessible for our disabled students by:</b>	<ul style="list-style-type: none"> <li>– offering maximum integration commensurate</li> <li>– adapting materials and activities</li> <li>– offering a range of SEN provision including one-to-one support in lessons, small group work and support within a whole class situation</li> </ul>	<ul style="list-style-type: none"> <li>– meeting the needs of individual students, the highest quality of teacher first led education and efficient use of resources for all students</li> <li>– to ensure participation by disabled students and students with learning difficulties</li> <li>– ensuring progress is made in all aspects</li> </ul>	<ul style="list-style-type: none"> <li>– ensure all relevant information is obtained from previous setting to obtain a full picture of the student's individual needs</li> <li>– allocate staffing and / or interventions as appropriate, reviewing the resource on a regular basis</li> <li>– monitoring system of the interventions provided eg register of attendance and notes on participation, TA notes on interaction of students</li> </ul>	SENDCo	Ongoing	<p>Continued access to curriculum based learning for all students.</p> <p>Communication between subject teachers, TAs and wider SEND or Pastoral staff to provide suitable differentiated work to students based outside the main classroom.</p>

	<ul style="list-style-type: none"> <li>– ensuring staff participation in the assessment of disabled students and students with learning difficulties through EHCPs and other feedback</li> <li>– providing training for staff in such areas as ADHD, Autism Spectrum Disorder and Dyslexia</li> <li>– promoting positive attitudes towards disabled people through, for example, assemblies and PSHE</li> <li>– making reasonable adjustments to facilitate participation by disabled students in all aspects of school life including trips and visits</li> <li>– ensuring flexible arrangements for students with specific difficulties e.g., raised desks for students in wheelchairs</li> <li>– use of specific materials including worksheets with larger print and more pictures, a reading ruler where the centre section is transparent and coloured overlays to facilitate reading, and pens with specific handgrips to facilitate writing</li> </ul>	<ul style="list-style-type: none"> <li>– to ensure all staff are meeting their statutory obligation and recognise that SEND is everyone’s responsibility</li> <li>– to ensure all staff are aware of any amendments and / or updates either for an individual student or in a specific area of SEND</li> <li>– to ensure that all students feel valued and feel that they are a member of the wider school community</li> <li>– maintain a programme of staff training</li> <li>– investigate a method of information being recorded by any member of staff regardless of a student’s SEND status, which forms a central database</li> </ul>	<ul style="list-style-type: none"> <li>– monitor responses to requests for information (Staff Questionnaires, emails)</li> <li>– engage the support of the relevant Line Manager if there are persistent difficulties with information not being provided</li> <li>– ensure that all staff are aware of the needs of individual students and know where to obtain this information should they wish to check</li> <li>– ensure that strategies for specific SEND is available for all staff</li> <li>– ensure that information for staff is kept up to date</li> <li>– make additional resources available to teaching staff so that they are able to provide all that a student may need within their classroom</li> </ul>	SENDCo	Ongoing	All students are
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<p><b>Providing support for our students by:</b></p>	<ul style="list-style-type: none"> <li>- providing a safe haven for vulnerable students enabling them to come to The Hive for support with any problems</li> <li>- running lunch clubs and homework clubs for vulnerable students</li> <li>- ensuring various departments liaise with other staff to try to overcome any problems disabled students or students with learning difficulties may be having</li> <li>- ensuring a robust transition process is in place to facilitate the move to and from school, including ensuring accurate information is gathered from partner schools and parents regarding health and disability</li> <li>- Collaboration between Pastoral and Curriculum staff to ensure all students not in lessons for behavioural reasons to have access to work accessible and relevant to their learning.</li> <li>- Liaison and feedback to/from parents and carers</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure that students who would benefit from all methods of support outside of the classroom know where to go</li> <li>- ensure that particularly vulnerable students are allocated a 'key worker', usually a TA. High profile students will be part of the SENDCo and Learning Mentors cohort</li> <li>- task TAs, faculty based where possible, with liaising with the faculties and meeting with the Support Team to share concerns and obtain strategies</li> <li>- ensure a programme of information exchange is in place, provide primaries with deadlines and adhere to them.</li> <li>- Emotional/Behavioural tasks in place for students removed during ONCALL.</li> </ul>	<ul style="list-style-type: none"> <li>- share information about the various facilities with tutors and / or Pastoral Managers who can refer students on an individual basis</li> <li>- allocate staff and provide time for them to check on students; meet at break / lunch / registration, observe in lessons</li> <li>- ensure that a regular meeting is timetabled for the Support Team to discuss any faculty issues, review and update students, and share good practice and strategies</li> <li>- liaise with Progress Leader re school visits to primaries and / or upper schools</li> <li>- Pastoral update relevant staff with isolation/IE/FTE to request work.</li> </ul>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Established ELSA programme with targeted students to add further support to wider SEND and PASTORAL intervention.</p> <p>-All students not learning in main classroom to have continued access to ongoing subject learning to ensure smooth reintegration to mainstream learning.</p>
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		<ul style="list-style-type: none"> <li>- Bank of curriculum work available to put in place for students removed for isolation until teacher set work is provided.</li> <li>- Any student in IE or FTE to have subject work provided in line with ongoing lessons to ensure smooth reintegration to lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching staff to provide work- emailed to student/pastoral staff in time for student to access in line with timetable of that day.</li> </ul>			
<p><b>Improve and maintain access to the Physical environment</b></p>	<p><b>Developing the physical environment of the school</b></p> <p><b>Main Block</b></p> <ul style="list-style-type: none"> <li>• flexible room arrangements</li> <li>• provision of handrails on staircases</li> </ul> <ul style="list-style-type: none"> <li>• disabled toilet</li> </ul> <ul style="list-style-type: none"> <li>• <b>Ma/En block</b></li> <li>• lift installed to improve access to classrooms</li> <li>• training in the use of evacuation chair (where applicable) for identified staff</li> <li>• provision of handrails on staircases</li> </ul> <p><b>Leisure complex</b></p>	<ul style="list-style-type: none"> <li>• to ensure disabled students have access to curriculum and parents have access to parent evenings</li> <li>• to meet specific needs of students</li> <li>• to meet specific needs of students</li> <li>• to meet specific needs of students</li> </ul>	<p>Regular maintenance to ensure in good order</p> <p>All compliance checks to be undertaken, including servicing and inspections</p>	Premises team	On going	<p>All inspection checks actions and everything found in good order.</p> <p>Risk Assessment for any child with mobility issues leaving them unable to use the stairs to establish form move/class move to a downstairs location. Fire processes in place to ensure students have downstairs access to exit processes.</p>

	<ul style="list-style-type: none"> <li>disabled lift, toilet and shower area installed</li> </ul> <p>Outside areas</p> <ul style="list-style-type: none"> <li>accessibility improved through ramps, nosing on steps and handrails where required.</li> </ul>	<ul style="list-style-type: none"> <li>to meet specific needs of students</li> </ul>				
<b>Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>Differentiation of teaching materials to ensure accessibility for all</li> <li>Small group work within the curriculum areas and learning support within lessons led by faculty based teaching assistants</li> <li>Small group interventions for literacy and numeracy</li> <li>IDL Intervention program</li> <li>Handwriting intervention</li> <li>1:1 support where appropriate</li> <li>ADHD/ASD trained staff</li> <li>Learning and emotional support with the Learning Mentor</li> <li>Outside agency support</li> <li>Remote learning practices established and communicated to all students, allowing uninterrupted learning for all.</li> <li>Additional technology acquired that allows computer access to all</li> </ul>	<ul style="list-style-type: none"> <li>ensure strategies and relevant plans are available for teaching staff so they are able to adapt their teaching accordingly</li> <li>task TAs with liaising with teachers re small group</li> <li>ensure that the appropriate students receive long term, small group intervention with literacy and numeracy, which will involve withdrawal from MFL</li> <li>where short term interventions will be more appropriate ensure that the students are engaged in the IDL programme of study</li> <li>ensure that all students are able to write in a clear</li> </ul>	<ul style="list-style-type: none"> <li>ensure that staff are reminded, and new appointments are informed, where to find the relevant information</li> <li>ensure TAs are empowered to support teaching staff appropriately to support students</li> <li>monitor KS2 results when available and baseline assessments carried out in school – ARTi and Vernon spelling</li> <li>liaise with HoS and Faculty Leader for MFL to ensure students who would benefit from withdrawal from MFL are identified</li> <li>liaise with teaching staff for referrals for Handwriting Interventions</li> </ul>	SENDCo Faculty Leaders	Ongoing	



	<p>students at home and at school.</p> <ul style="list-style-type: none"> <li>– Online learning portals available in all subject areas to enhance learning opportunities for all.</li> </ul>	<p>manner, regardless of SEND</p> <ul style="list-style-type: none"> <li>– ensure as far as possible that students with SEND requiring 1:1 support are provided such support, whether short term or long term as part of an EHCP</li> <li>– seek referrals for students who would benefit from support from the Learning Mentor, whether that be short term or long term</li> <li>– identify students with SEND who require interventions from the multiple outside agencies that are available</li> </ul>	<ul style="list-style-type: none"> <li>– ensure that an up to date list of external agencies is available for appropriate and prompt referrals</li> </ul>			
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### Curriculum delivery

The college's aims and SEN policy make clear its approach to the delivery of the curriculum. The college actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum and accessibility to learning (e.g. ICT) are negotiated on an individual basis as required.



## **4. Monitoring arrangements**

The action plan will be reviewed in the timeframes detailed above.

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

It will be approved by the Business Management audit committee.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy (including risk assessment)
- Equality policy
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy