

# Accessibility Plan

## Independent Educational Services



**Approved by:** Natalie Lodge **Date:** 30<sup>th</sup> July 2018

**Last reviewed on:** 18<sup>th</sup> March 2019

**Next review due by:** 30<sup>th</sup> July 2019

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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 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.

Our Aims are to;

- Increase access to the curriculum for pupils who have a disability,
- Improve and maintain access to the physical environment;
- Offer a broad, balanced, bespoke and innovative curriculum which supports all pupils at an appropriate level;
- Instil positive values of mutual respect, tolerance and self-esteem, fostering an informed and critical awareness of people with disabilities in society;
- Apply a supportive pastoral framework, which both establishes a strong corporate identity and allows for our pupils to progress at Independent Educational Services.

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.

We offer our services to all and currently work with several the following Local Authorities:

Coventry          Warwickshire    Leicestershire    Leicester City    Solihull  
Northamptonshire    Birmingham City    Nottingham City Council

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 staff, pupil's, parents and carers.

## 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.

Independent Educational Services' policy complies with our funding agreement and articles of association.

### 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	<p>All pupils at Independent Educational Services have access to the National Curriculum and are given the required support in which to utilise it. Some pupils may need to work at a lower key stage to their actual school age, but IES aim to close the gap over time.</p> <p>Our school offers a differentiated curriculum for all pupils based on their individual starting points and taking reference to their Education Health and Care Plan and information shared by relevant professionals.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>Short Term: To use new planning resources to better student's access to the curriculum.</p> <p>Medium Term: Students to make positive progress each term.</p> <p>Long Term: For pupils to achieve their best academically, and where appropriate at the same pace as their mainstream counterparts.</p>	<p>Students to be given the opportunity to access all areas of the curriculum.</p> <p>Staff to utilise BeSquared software to accurately track pupil's progress over time.</p> <p>Data manager to use information to compare students' progress to their mainstream counterparts.</p>	<p>Timetable CoOrdinaator / SLT</p> <p>All Staff</p> <p>Data Manager</p>	<p>September 2018</p> <p>Summer 2019</p> <p>Summer 2019</p>	<p>Pupils to be accessing the full national curriculum.</p> <p>Pupils moving though bands on BeSquared.</p> <p>For student to have improved by two bands.</p>

	<p>Curriculum progress is tracked for all pupils using BeSquared and RM Integriss, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p>					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Downstairs pupil toilet and classroom for wheelchair access</li> <li>• Handrails on stairs and in bathroom.</li> <li>• Ramp from pavement to front door.</li> </ul>	<p>Short/ Medium Term:</p> <p>Maintaining current access levels. E.g ensuring carpets etc are well kept, not obstructing disabled access.</p> <p>Long Term:</p> <p>Consider a stair lift if a physically disabled pupil attended school.</p>	Regular Health and Safety checks/ spot checks by staff. Any maintenance to be reported to Management.	Health and Safety Officer All Staff.	Ongoing	For floors to be safe for those with disabilities – no trip hazards.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Short Term:</p> <p>Ensure the signage at school is clear for all pupils to understand</p> <p>Medium Term:</p>	<p>Signs to be clear, in a large legible font and pictorial as necessary, as per students' needs stated in their Education Health and Care Plan.</p> <p>Audit to be completed on students preferred</p>	Health and Safety Officer  Data Manager	December 2018	<p>For all students to be able to access and understand signage at school.</p> <p>Staff to adapt planning to suit student's preferred method of</p>

	<ul style="list-style-type: none"> <li>Makaton</li> </ul>	<p>To audit student's preferred communication method.</p> <p>Long Term: Staff to attend training sessions to improve delivery of information to pupils with a disability.</p>	<p>method of communication – audio/ visual/ kinesthetic learners. Findings to be shared with staff and work/ interior signage etc. adapted to suit.</p> <p>Staff to attend training sessions specific to the needs of the student's they are working with in order to ensure</p>	SLT/MLT	<p>Spring Term 2019</p> <p>Autumn 2019</p>	<p>communication and delivery.</p> <p>Staff to be highly trained and knowledgeable of the disabilities the student's we work with have and know how to help them achieve/ make adaptations to support their learning.</p>
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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 Directors, Leanne Beardmore/Shاون Major, or a member of the Senior/Middle Leadership Team.

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

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Disability policy.
- Safeguarding policy.

## Appendix 1: Accessibility Audit – Long Street

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Two floors, stairs to upper floor. No upstairs to access for students/staff/visitors who are wheelchair bound/ struggle with mobility. Downstairs accessibly toilet with handrail and classroom available.	IES may have to review accessibility for students/staff visitors who may come in with mobility issues. Currently IES do not have staff/students with mobility issues.	Directors	Ongoing, as necessary
Corridor access	Corridor is wide and accessible for wheelchair users.	Corridors and floor kept clear for disabled access.	Health and Safety Officer All staff	Ongoing, as necessary
Parking	On road parking is available at the front of school, providing there is space. Multiple car parks close to school, which are a short walk away. There are drop curbs on the road.	Staff to inform visitors of access routes to school in advance of their journey.	All staff.	Ongoing, as necessary
Entrances	Entrance to school is from a pupil high street which is easily accessible for all. There is a small	Ramp to be kept clean, clear and safe for access. E/g kept dry.	All staff	Ongoing, as necessary

	ramp from the path to the entrance door.			
Toilets	Downstairs toilets for pupils which can be accessed by all. Handrails are in place.	Condition of handrail to be checked regularly.	Health and Safety Officer	Ongoing, as necessary.
Reception area	Easy access at the front of the building. Small ramp into entrance. High desk with a drop desk for wheelchair access.	N/A	N/A	N/A
Internal signage	Signs to identify fire exits etc are in view and able to be accessed by all.	N/A	N/A	N/A
Emergency escape routes	Fire exit at back of building next to pupil toilet. Front door.	Emergency exits to be kept clear at all times.	All Staff SLT/MLT	Ongoing, as necessary



## Appendix 2: Accessibility Audit – Cross Street

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Single story building. Ramp to access building for students/staff/visitors who are wheelchair bound/ struggle with mobility. Accessible toilet with handrail and sliding door available. All classrooms accessible for students/staff/visitors who are wheelchair bound/ struggle with mobility	IES may have to review accessibility for students/staff visitors who may come in with mobility issues. Currently IES do not have staff/students with mobility issues.	Directors	Ongoing, as necessary
Corridor access	Corridor is wide and accessible for wheelchair users.	Corridors and floor kept clear for disables access.	Health and Safety Officer All staff	Ongoing, as necessary
Parking	On road parking is available at the front of school, providing there is space. There are drop curbs on the road.	Staff to inform visitors of access routes to school in advance of their journey.	All staff.	Ongoing, as necessary
Entrances	Entrance to school is from a street which is easily accessible for all. There is gated access to school premises and ramp to main door.	Ramp to be kept clean, clear and safe for access. E/g kept dry/ice free.	All staff	Ongoing, as necessary

Toilets	Toilets for pupils which can be accessed by all. Handrails are in place At the main entrance to school premises. Secondary toilets are available off the main hall these do not contain hand rails.	Condition of handrail to be checked regularly.	Health and Safety Officer	Ongoing, as necessary.
Reception area	Easy access at the front of the building. Ramp into entrance. Corridor wide enough for wheel chair access .Doors wide enough to access the rest of the school.	N/A	N/A	N/A
Internal signage	Signs to identify fire exits etc are in view and able to be accessed by all.	N/A	N/A	N/A
Emergency escape routes	Fire exit at back of building accessed from the kitchen. Main hall doors are double doors to allow easy exit. Main door is the third exit from the premises.	Emergency exits to be kept clear at all times corridors to kept clear.	All Staff SLT/MLT	Ongoing, as necessary

## Equality Statement

IES aims to meet its obligations under the public sector equality duty by having due regard to the need to;

- 1 – Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- 2 – Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- 3 – Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

IES promotes and adheres to the Equality Act 2010 to protect people from discrimination.

IES requests that staff and students inform us on appointment of any protected characteristics by an Equal Opportunities monitoring form.

IES takes steps to eliminate all discrimination and takes its duties very seriously. Staff are regularly reminded of their responsibilities during meetings/ training sessions. This is also referred to in the Employee Handbook. Students are made aware of the obligations through regular assemblies, school council meetings, PSHE and SMSC within their school curriculum. We also promote British Values as a foundation of what we do.

IES expect all staff to challenge any staff member/ students who promote views that are contrary to this equality policy (Employee Handbook). For example; homophobia, bullying including peer on peer, religious intolerance, cultural belief, gender pronouns, LGBTQ+. Our staff are vigilant in safeguarding these protected characteristics.

Information is available on request of a breakdown of attainment of students with different characteristics, which in turn lead to identification for any training areas.

IES is committed to making equality considerations when making decisions. For example making allowances on the timetable for students of particular religions which allows parents/carers to opt their student in/out of subjects. IES is sensitive to individual requests (e.g. adjusting the school day to meet specific religious needs).

IES send out termly questionnaires to staff, students and parents/carers to monitor pupil wellbeing and the number of students, staff and parents/carers who feel safe at IES.

Staff are vigilant and trained in identifying extreme cultural practices i.e. FGM/ forced marriage/radicalisation.

This is reviewed annually.