



Accessibility Plan and Policy

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ACCESSIBILITY PLAN AND POLICY

1. AIMS

- 1.1 Under the Equality Act 2010, all schools are required 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; and
 - Improve the availability of accessible information to disabled pupils.
- 1.2 The Island Project's ethos is Dignity and Respect and this means that as well as treating pupils fairly, their dignity should be paramount and they are to be treated with respect at all times.
- 1.3 The School takes any pupil with a diagnosis of ASC, irrespective of any co-morbid diagnosis. However, we are constrained by the school buildings around accessibility for certain types of physical disability.
- 1.4 The Island Project is committed to ensure that all staff are trained in treating all pupils with dignity and respect and with regard to equality issues with reference to the Equality Act 2010, including understanding disability issues, particularly those arising from a diagnosis of autism
- 1.5 Any complaints arising from the accessibility plan will be covered by our parents complaints policy and procedure

2. LEGISLATION AND GUIDANCE

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 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.

3. OUTDOOR ENVIRONMENT

- 3.1 The outdoor environment at both sites operated by the School has made relevant adaptations to allow access to individuals with a physical disability including wheelchair ramps and or/dropped curbs.
- 3.2 The outdoor environment at Diddington Hall (School) and Birmingham Road (College) have access to large safe areas for pupils to access safely. The outdoor spaces at both sites are

considered to be part of the teaching spaces and are used by pupils as part of their day to day life at school and college.

4. ENTRANCES AND BUILDINGS

- 4.1 Main entrances are accessible to all users of both buildings.
- 4.2 At the college site, a wheelchair access ramp has been built to allow access to buildings wherever possible. Relevant adaptations have been made to ensure that pupils within the college site environment are able to suitably access all relevant areas
- 4.3 At the school site, wheelchair access via the main entrance is possible. However, the building is listed and further adaptations are therefore prohibited. However, the ability of pupils to access certain areas of the building is always considered when allocating use of space.

5. FITTINGS AND SIGNAGE

- 5.1 All relevant signage incorporates symbols and pictures to support use by pupils.
- 5.2 Areas and items of equipment used by pupils are labelled as appropriate to their levels of understanding and need.

6. TOILET FACILITIES

- 6.1 Both the college site and the school site have a toilet provided for wheelchair users where the internal dimensions are such that it is wheelchair accessible and has fold back support bars fitted and a door that opens outwards. Alarm systems are in place to call for help which is needed

7. MEANS OF ESCAPE

- 7.1 All regulations regarding the evacuation in the case of fire have been met. Full and comprehensive assessments have been carried out by the relevant Fire Services and appropriate maintenance of fire alarms and systems is carried out.

8. MONITORING ARRANGEMENTS

- 8.1 This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary, for example on the change of use of any areas, the changing needs of pupils or change of site
- 8.3 This document will be approved by the School Principal and Senior Leadership Team

9. LINKS WITH OTHER POLICIES

- 9.1 This accessibility plan is linked to the following policies and documents:
- Risk Assessments
 - Health and Safety Policy
 - Supporting pupils with medical conditions policy
 - Policy on Educational Visits

- Equality and Diversity Policy
- Fire Evacuation Policy and Procedure