

# Accessibility Plan and Policy

School Details :	<b>The Island Project School</b> DofE Registration Number : 334/6010 Company Registration Number : 5924196 Registered Charity Number : 1119034 Telephone Number : 01675 442588
Designated Safeguarding Lead :	<b>Sarah Gallagher</b> – School Principal Mobile : 07971 543 832 Email : <a href="mailto:s.gallagher@ipschool.co.uk">s.gallagher@ipschool.co.uk</a>
Deputy Designated Safeguarding Lead :	<b>Nicole Sheehan</b> – SLT (Head of School) mobile: 07971 543 755 email : <a href="mailto:n.sheehan@ipschool.co.uk">n.sheehan@ipschool.co.uk</a> <b>Melanie Collett</b> – SLT (Head of Further Education) Mobile : 07971 543 753 Email : <a href="mailto:m.collett@ipschool.co.uk">m.collett@ipschool.co.uk</a> <b>Nial Al-Zanki</b> – Head of Post 16 telephone : 07971 543 428
Designated Trustee For Child Protection:	<b>Jacqui Walters-Hutton</b> Email : <a href="mailto:jwaltershutton.trustee@ipschool.co.uk">jwaltershutton.trustee@ipschool.co.uk</a>
Senior Leadership Team :	<b>Sarah Gallagher</b> – SLT (School Principal) <b>Carol Howe</b> – SLT (Curriculum Director) email : <a href="mailto:c.howe@ipschool.co.uk">c.howe@ipschool.co.uk</a> <b>Nicole Sheehan</b> – SLT (Head of School) <b>Melanie Collett</b> – SLT (Head of Further Education)
Trustees :	<b>Gordon Booth</b> : <a href="mailto:gbooth.trustee@ipschool.co.uk">gbooth.trustee@ipschool.co.uk</a> <b>Jacqui Walters-Hutton</b> <b>Claire Browning</b> <a href="mailto:cbrowning.trustee@ipschool.co.uk">cbrowning.trustee@ipschool.co.uk</a> <b>Lucy Doble</b> <a href="mailto:ldoble.trustee@ipschool.co.uk">ldoble.trustee@ipschool.co.uk</a>
Date Last Reviewed :	Reviewed and reissued : 31 <sup>st</sup> July 2018
To be reviewed by :	31 <sup>st</sup> July 2020

## Contents

ACCESSIBILITY PLAN AND POLICY .....	3
1. AIMS .....	3
2. LEGISLATION AND GUIDANCE.....	3
3. OUTDOOR ENVIRONMENT .....	3
4. ENTRANCES AND BUILDINGS.....	4
5. FITTINGS AND SIGNAGE.....	4
6. TOILET FACILITIES .....	4
7. MEANS OF ESCAPE.....	4
8. MONITORING ARRANGEMENTS .....	4
9. LINKS WITH OTHER POLICIES .....	4

## **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

## Annexure 1

### 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	Action to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	Our school offers a differentiated curriculum for all pupils	To continue to refine and review	New accreditation to be explored	Curriculum Director/Teacher	21/6/21	Should be ongoing objective
	We use resources tailored to the needs of pupils who require support to access the curriculum	Identify new resources e.g. SALT	Engagement with SALT//OT	Curriculum Director	21/6/21	Ongoing
	The curriculum is reviewed to ensure it meets the needs of all pupils	Continuous review around changing needs of pupils	Review, refine and renew	Curriculum Director	21/6/21	Ongoing
<b>Improve and maintain access to the physical environment</b>	The environment is adapted to The needs of pupils as Required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at Wheelchair-accessible height</li> </ul>	Long term – move of premises to ensure that all relevant environmental adaptations are put in place	Discussions with HS2 around requirements for new premises	Trustees/Curriculum Director/School Principal	21/6/21	New premises occupied and transitional from previous sites
Improve the delivery of information to pupils with a disability	Our School uses a range of communication methods to ensure information is Accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	To explore new methods of accessibility and communication	SALT/BA to review and identify	SALT and BA's	21/6/21	All pupils to have appropriate means of preferred communication

	<ul style="list-style-type: none"> <li>• Induction loops</li> <li>• Pictorial or symbolic Representations</li> <li>• Augmented communication</li> </ul>					
Supporting other visitors to site	<ul style="list-style-type: none"> <li>• Disabled/wheelchair accessible ramp</li> <li>• Disabled toilet</li> <li>• Clear signage</li> <li>• Visitors supported around building</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that all pupils and visitors remain safe and have clear access to facilities within the building</li> <li>• To explore possibility of downstairs meeting room at new site</li> </ul>	Keep under review	Trustees/Curriculum Director/School Principal	21/6/2020	Downstairs meeting room at new site