

Accessibility Plan

ISP School Battle



Approved by: Local Governing Body **Date:** July 2020

Last reviewed on: January 2021, January 2022, July 2022, July 2023

Next review due by: July 2024

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Accessibility Plan



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1. Aims and Context

ISP School, Battle is legally required to ensure it meets its requirements as specified in the SEN and Disability Act 2001 extended to the Disability Discrimination Act 1995 (DDA), to cover education. The Governing Body alongside the Head Teacher have three key duties towards disabled children, under Part 4 of the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

ISP School, Battle, aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

ISP School is committed to providing an environment that enables full curriculum and school site access that values and includes all children, adults, parents, carers and visitors regardless of their educational, physical, sensory, social and cultural needs.

We will take positive action with regard to disability and in the spirit of the Equality Act 2010 aim to develop a culture of inclusion, support and awareness within the School. Our Accessibility plan will show how we aim to make reasonable and timely adjustments to accommodate needs where practicable

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 adults understand 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 school adults and the local governing body.

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](#).

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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 children and school adults with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child or member of the adult team faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises., availability to use certain medical room facilities or toilets.

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3. Main Priorities

The main priorities for the plan from 2021-2024 are as follows:

- Develop the range of reading materials to ensure they match the current cohort and include a diverse range of people/themes
- Develop a phonic based programme to providing all children with a solid base upon which to build as they make progress
- Increase teaching of reading knowledge for all adults
- Develop vocational opportunities for children both on and off site including development of post 16 provision
- Develop visual reporting mechanisms to increase children's ability to report concerns, complaint's or safeguarding issues
- Continue to roll out child friendly formats of information to assist children to have their voices heard such as in democracy sessions

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This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all children</p> <p>Resources are tailored to meet individual need.</p> <p>Tracking of children's progress is robust ensuring all children are making progress</p> <p>Teaching is adapted to suit individual need including learning and sensory needs: one to one rooms, sensory rooms, careful groupings</p>	<p>We aim to meet the needs of all children with practicable differentiation to tasks and curriculum offered</p>	<p>Decide on and subsequently implement a reading scheme to develop the literacy needs of children in our care</p> <p>Consider material change to extend age range to 21 to develop post 16 provision</p> <p>Ensure adults have training in delivery of phonics – how different children learn to read such as sight words versus phonics to ensure early reading skills are taught and the importance of sound discrimination preceding phonics</p>	<p>Head Teacher, Deputy Head Teacher, Primary Teacher</p> <p>Leadership Team/Governing Body</p> <p>Head Teacher, Deputy Head Teacher</p>	<p>2021-2023</p>	<p>Curriculum fit for purpose</p>

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			teaching			
			Review lighting and acoustics across site – is it fit for purpose for hearing impaired/visually impaired children?	Leadership Team/Governing Body		
			Development of the hall into a drama/dance studio with access for all	Leadership Team/Governing Body		
Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of written information to children	Additional communication systems to support understanding and access: Communicate in	Resources from different paper colour, sizes, pens, writing slopes coloured overlays, screen	ISP School, Battle to gain the Communication Access Mark Ensure children	All school adults led by leadership team All school adults	July 2024 April 2022	School will have enhanced communication systems and achieved Access

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	<p>Print, Makaton, BSL</p> <p>Pupil feedback for Annual Reviews/PEPs can be adapted to individual need</p> <p>Adaptions for visual signs around school</p>	<p>protectors, lap weights, appropriate seating, computer software to be accessible to pupils according to their individual EHC plans</p>	<p>understand their safeguarding risk profiles/behaviour support plans and are a part of their development</p> <p>Ensure childrens needs are met through additional/alternative resources required</p> <p>Consider signage to direct adults/children to different parts of the school</p>	<p>led by leadership team</p> <p>All school adults led by leadership team</p> <p>Administrator led by Senior Leadership Team</p>	<p>January 2022</p> <p>February 2022</p>	<p>Mark</p> <p>Children will understand why and how their plans are implemented</p> <p>Children will be happy and confident learners and will make good progress as a result</p> <p>Accessibility of site is evident for individual adults and children</p>
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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment for all pupils, Staff and visitors to the school premise</p>	<p>The environment is adapted to the needs of children, staff and adults as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilet and shower <p>Classrooms are low stimuli to assist with learning</p> <p>Emergency Evacuation Plans would be in place if children needed them</p>	<p>The school is compliant with SEND disability regulations and the 2010 Equality Act</p>	<p>Ensure dedicated disabled parking space is kept available at all times for visitors</p> <p>Ensure ground floor rooms are accessible at all times including use of the meeting room</p> <p>Ensure development of forest school will be accessible for all, regularly check for hazards</p>	<p>Head Teacher</p> <p>Head Teacher</p> <p>All adults and site team</p>	<p>January 2022</p> <p>January 2022</p> <p>September 2022</p>	<p>Disability parking bay with clear sign and available at all times</p> <p>All rooms accessible as required</p> <p>Forest School will be timetabled and woodland used regularly</p>

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	<p>COVID19 secure measures in place to support access to environment – wearing of masks, regular sanitization, social distancing where and when possible</p>					
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4. Monitoring arrangements

This document will be under ongoing review as the school continues develop, at least 6 monthly. We recognize there will be further additions to this document over time.

It will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- School development plan