

Accessibility Plan

ISP School Battle



Approved by: Local Governing Body

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Next review due by: July 2026

ISP School Battle



Accessibility Plan

Contents

1 Aims and Context	3
2 Legislation and Guidance	3
3 Main Priorities	5
4 Action Plan	6
5 Monitoring Arrangements	10
6 Links with other policies	10

ISP School Battle



Accessibility Plan

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](#).

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.

ISP School Battle

Accessibility Plan



Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'longterm' 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.

ISP School Battle

Accessibility Plan



3. Main Priorities

The main priorities for the plan from 2024-2026 are as follows:

- Increase the extent to which our children can participate in a full and varied curriculum
- Develop the physical environment of our school to increase the extent to which all our children, school adults and visitors can take advantage of our education
- Further develop ways to communicate with our children - Continue to roll out child friendly formats of information to assist children to have their voices heard such as in democracy
- Further develop visual reporting mechanisms to increase children's ability to report concerns, complaint's or safeguarding issues Sessions
- Further develop ways to communicate with our parents/foster parents regarding their children's education

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

ISP School Battle

Accessibility Plan



Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Timeframe	Success Criteria
<p>Increase the extent to which our children can participate in a full and varied curriculum</p> <p>(We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits).</p>	<p>We aim to meet the needs of all children with practicable differentiation to tasks and curriculum offered</p>	Year on year planning for a more inclusive curriculum	To consider ways in which the curriculum can be developed further to incorporate RE and MFL	Deputy Head Teacher	September 2024-July 2025	Children will be accessing a full and varied national curriculum matched to need
		Changes to teaching and learning arrangements	Ensure that child led voice is at the heart of our curriculum offer	Head Teacher	September 2024- July 2025	Children will have access to more accredited courses at KS4
		Classroom organisation	Ensure that our classrooms are child friendly including use of visual supports	Head Teacher and SENDCo	September 2024- July 2025	Linked to Attachment and Trauma Sensitive School Award – Silver – all classrooms will offer a wide variety of visual supports
		Deployment of PEGS to meet need of cohort at a given time	PEGS to rotate across the school to meet needs of individual children	All school adults	September 2024- July 2026	PEGs carouselling across the school as needs emerge – evidence based

ISP School Battle

Accessibility Plan



						through behaviour Watch
<p>Develop the physical environment of our school to increase the extent to which all our children, school adults and visitors can take advantage of our education</p> <p>(We see this as attempting to 'increase the extent to which our children are able to take advantage of our education and associated services)</p>	<p>The environment is adapted to the needs of children, staff and adults as required. 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>Improvements in the acoustic environment</p> <p>Ramps</p> <p>External hard surfaces</p> <p>Lighting</p> <p>Room access</p>	<p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfES Guidance 'Accessible Schools')</p>	<p>Proprietor and Senior Leadership Team</p>	<p>September 2024- July 2026</p>	<p>Acoustics in whole school areas will meet need of cohort</p> <p>Ramps as required to building will be in place</p> <p>Disabled spaces will be on a hard standing</p> <p>Lighting considered in different rooms to meet needs of all children</p> <p>As required consideration will have been given to room access</p>

ISP School Battle

Accessibility Plan



Further develop ways to communicate with our children - Continue to roll out child friendly formats of information to assist children to have their voices heard such as in democracy	Additional communication systems to support understanding and access Consider Communicate in Print, Makaton, BSL Child feedback for Annual Reviews/PEPs can be adapted to individual need Adaptions for visual signs around school	Resources from different paper colour, sizes, pens, writing slopes coloured overlays, screen protectors, lap weights, appropriate seating, computer software to be accessible to pupils according to their individual EHC plans	ISP School, Battle to consider gaining the Communication Access Mark Ensure all new children understand their safeguarding risk profiles/behaviour support plans and are a part of their development Ensure children's needs are met through additional/alternative resources required	All school adults	September 2024- July 2025	School will have enhanced communication systems and achieved Access Mark Children will understand why and how their plans are implemented Children will be happy and confident learners and will make good progress as a result
Further develop visual reporting mechanisms to increase children's ability	Additional communication systems to support understanding and access	Focus group of children to support DSL's in ensuring complaints/	Children to work with adults to develop user friendly posters/information	All DSL's	September 2024-July 2026	Visual representations meeting a range of needs are

ISP School Battle

Accessibility Plan



to report concerns, complaint's or safeguarding issues		safeguarding posters are accessible to all				evident across the school
Further develop ways to communicate with our parents/foster parents regarding their children's education	<p>Complete wrap around support available to all parents/foster parents</p> <p>Three open days each academic year</p> <p>HT open door policy, always available</p>	To develop structured conversations to encapsulate academic achievement as well as social achievement at least once per year	Deputy Head Teacher to ensure this is rolled out across the school for end of academic year 2025-2026	Deputy Head Teacher	September 2025-July 2026	Parent survey feedback will demonstrate the development of structured conversations

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

