



Learning Through Discovery

Ickburgh School

Accessibility Plan

Version Control

Version	Date	Page Number	Section	Amendment
V1	17.12.2019		New Policy	
V2	02.05.2023	3-5	Action Plan 2019-2022	Reviewed and updated
		6-8	Action Plan 2023 - 2026	Added table to document

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. Each child who joins Ickburgh School will be welcomed and valued regardless of sex, race, belief, physical disability or learning disability. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties.

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.

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: pupils, parents, staff and governors of the school.

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.

3. Action plan

Below is the previous action plan with evaluation. The new action plan that follows sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

2019-2022 Plan							
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	Evaluation – April 2023
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Some pupils make regular trips into the local community, as part of their curriculum. The school would like to expand the opportunities for young people to access the local community and beyond.	Short: Develop school understanding of schemes available for low-cost public transport and hire of minibuses and begin to access these. Medium: Ensure all pupils are accessing off-site visits on a termly basis. Long: Purchase or arrange hire of new environmentally	-Research TFL and local transport options and provide costs summary to staff. -Develop staff competency and ensure audit of pupil access to off-site school visits. -Investigate options for new	Barbara Joe Barbara	March 2020 September 2020 September 2021	Classes are making at least termly offsite visits, making use of discounted public transport or discounted minibus bookings. This is expanded further (half-termly offsite visits?) as a result of the	Community access was significantly compromised during the pandemic. A previously very supportive and cost-effective minibus hire service also closed down. Post-pandemic, educational visits are on the rise, with 49 Educational Visits undertaken in autumn 2022 and 82 in spring

<p>Improve and maintain access to the physical environment</p>	<p>New building opened in September 2014 and was specifically designed to meet the needs of learners</p>	<p>friendly minibus.</p>	<p>minibuses and bids, grants and fundraising options for securing these.</p>	<p>Barbara</p>	<p>Timescale</p>	<p>availability of a new environmentally friendly minibus.</p>	<p>2023. The school will be hiring an electric minibus for 2023-2024.</p>
		<p>There are no access issues although there are long term goals to improve outside provision, including:</p> <ul style="list-style-type: none"> • Enhance pupil access to the veranda • Enhance playground facilities 	<p>Complete the planned improvements and review pupil access</p>				<p>The veranda now has a sensory garden for enjoyment of pupils with PMLD for whom the playground is largely not stimulating. Playground now has significant new apparatus enjoyed by a wide range of primary and secondary pupils.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>The School Council is part of the pupil voice in school, having a say on key developments including the school uniform and the name of the school suites. Some areas of the school are well supported with visuals to help pupils to access their environment.</p>	<p>Establish a clear programme of twice half-termly student council meetings, with agendas which feed into the school improvement and development plan. Develop the visual supports around school to allow pupils to navigate the environment with greater independence and access.</p>	<p>Liaise with Communication HLTAs to create programme of student council meetings. Coordinate communication learning walks to identify resourcing needs for the environment.</p>	<p>SLT Pathway Leads Communication HLTAs</p>	<p>July 2020</p>	<p>Records of twice half-termly student council meetings, showing pupils' impact on their school. The school building can be accessed with greater independence as a result of all pupil areas being well supported with visuals.</p>	<p>Student Council operation was significantly compromised by pandemic, with groups of pupils unable to mix. This has now resumed and meets half-termly, with significant matters including pupil safety and safeguarding under consideration. The building has been made accessible in a range of ways; expanded use of accessible visuals to help pupils to orientate themselves, coreboards installed in all pupil areas; playground, music room, PE hall.</p>
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2023-2026 Plan

Evaluation – April 2026

Success criteria

Date to complete actions by

Person responsible

Actions to be taken

Objectives
State short, medium and long-term objectives

Current good practice
Include established practice and practice under development

Aim

Increase access to the curriculum for pupils with a disability

Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Some pupils have accessed work experience placements both in school and in the community.

Short: Expand opportunities for 'in house' work experience placements to include pupils with the most complex needs whilst still being meaningful.
Medium: Ensure a wider range of pupils are accessing work experience placements in the community.

-Expand pupil induction and training into the school Welcome Cafe
-Review opportunities for work experience placements with catering, admin and premises teams
-Liaise with the local authority and relevant local organisations and businesses to establish inclusive work experience placements

Su (Sixth Form Lead)

Su (Sixth Form Lead) and Barbara (School Business Manager)

Su (Sixth Form Lead) and Joe (Headteacher)

Summer 2023 and Autumn 2024

Summer 2023 and Autumn 2024

2023-2024

A greater range of pupils are supporting the Welcome Café, with expanded opening hours as a result.
Work experience opportunities in effect with catering, admin and premises team.
A greater range of pupils are accessing work experience placements locally.

<p>Improve and maintain access to the physical environment</p>	<p>New building opened in September 2014 and was specifically designed to meet the needs of learners. Building has been further enhanced since, with veranda sensory garden and expanded playground facilities.</p>	<p>There are no access issues although there are long term goals to improve provision, including:</p> <ul style="list-style-type: none"> • Make horticulture space more active and user friendly • Expand physical recreation space by developing 'scrubland' area by the bicycle shed. 	<p>Complete the planned improvements and review pupil access</p>	<p>Barbara (School Business Manager)</p>	<p>2026</p>	<p>Horticulture and scrubland space in weekly use by pupils.</p>	
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Improve the delivery of information to pupils with a disability	The School Council is part of the pupil voice in school, having a say on key developments including the school uniform and the name of the school suites, and evaluating safety and safeguarding practice. Areas of the school are well supported with visuals to help pupils to access their environment.	-Amplify Ickburgh student voice so it is informing not just school but local practice and support for young people with SEND -Expand student awareness of their rights as young people with disabilities.	-Ensure student council is liaising with local pupil SEND forum, informing content of discussions and evaluating local authority initiatives -Create learning programme to introduce concept of disability rights, under the umbrella of the Rights Respecting School (UNICEF) initiative.	Joe (Headteacher) and Belonging at Ickburgh discussion group	September 2023 September 2023	-Minutes from student council meetings indicate points of liaison with pupil SEND forum -Records of students' work having completed learning programme about disability rights.
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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 Pupil, Parent & Personnel Committee

5. Links with other policies

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

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication

- Special Educational Needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 floors. Stairs are kept clean and tidy and free from obstruction	Maintain and ensure access	PREMISES team	Ongoing
Corridor access	Corridors are wide with available width for wheelchairs and other equipment.	Ensure pupil equipment does not block corridors	Headteacher/SBM	Ongoing
Lifts	SLA in place for maintenance	Regular service and maintenance	PREMISES team	Ongoing
Parking bays	Disabled parking bays clearly marked	None	PREMISES team	Ongoing
Entrances	Automatic front doors, enclosed lobby	None	Headteacher/SBM	Ongoing
Hoists	All classrooms have hoists	Ensure regular servicing	PREMISES team	Ongoing
Toilets	All hygiene rooms have hoists. Toilets have disabled access and	Ensure regular servicing	PREMISES team	Ongoing

	alarms			
Reception area	Accessible to wheelchair users	None	Headteacher/SBM	Ongoing
Internal signage	Large signs in place	None	Headteacher/SBM	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	PREMISES team	Ongoing

Policy Written by: Joe Sieber
Designation: Head Teacher
Date: 2nd May 2023

Approved by: Full Governing Body
Chair of Committee: Pat Corrigan

Signature: Pat Corrigan 9th May 2023

Date: 9th May 2023

