

Accessibility Plan

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.

2023-2026 Plan							
Aim	**Current good practice** *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**	**Evaluation – April 2026**
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	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	Sixth Form students across the Pathway support the running of the Welcome Café, which is open most days of the week. Work experience opportunities also created with local childcare providers and hospitality and retail environments. All students leave Sixth Form having had an

			and businesses to establish inclusive work experience placements			placements locally.	experience of a vocational environment.
Improve and maintain access to the physical environment	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.	There are no access issues although there are long term goals to improve provision, including: • Make horticulture space more active and user friendly • Expand physical recreation space by developing 'scrubland' area by the bicycle shed.	Complete the planned improvements and review pupil access	Barbara (School Business Manager)	2026	Horticulture and scrubland space in weekly use by pupils.	Veranda space provides a regular horticulture opportunity for pupils in the Sensory Learners Pathway.

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.	Student Council have shared views with: -SEND team -SEND pupil forum -Local Councillors On a range of matters meaningful to their day to day life.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Person responsible	Date to complete actions by	Evaluation – April 2029
Increase access to the curriculum for pupils with a disability	The school provides a wide range of activities and opportunities in the local community. Some of the current options are less accessible for learners with more complex needs.	*Further develop opportunities for community access for all learners.*	Ellie Atkins – Assistant Headteacher	April 2029	
Improve and maintain access to the physical environment	The school benefits from a range of adapted facilities and equipment. It is important that the school keeps up with developments in this area so all young people can be as active as possible.	*Investigate options for grants to enhance the accessibility of PE and/or playground equipment.*	Miki Jambrich – PE and Hydrotherapy Lead	April 2029	
Improve the delivery of information to pupils with a disability	The learning environment features a range of communication features. Some signage and spaces are less well designated for pupils who are still developing their literacy skills.	*Update the visuals/signage around the building to support pupils to access spaces more independently.*	Barbara Fincham – School Business Manager	April 2029	

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 maintentance	PREMISES team	Ongoing