



## Ifield Community College - Accessibility Plan

Approved by Governing Body 1<sup>st</sup> March 2018

Next review 1<sup>st</sup> March 2019

Signed: (Chair of Governors)

### Introduction

2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

As defined by the Equality Act, we understand a person with a disability to be identified as follows:

*“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”.*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits

- **Support Services** – access to services within and external to the school to support families where disability is identified
- **Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability
- **Communication of information** – how information is communicated

### **Physical facilities**

#### **School Curriculum**

##### **Process for identifying barriers**

- Monitoring of high quality teaching, learning support and impact on progress through learning walks
- Year 7 pupils to have base-line testing on reading, comprehension, writing and spelling
- Review of individual Education, Health and Care Plans and Support Plans for pupils with SEND
- Feedback and input from parents at consultation meetings and external agencies

##### **Summary of progress to date (to be updated regularly)**

###### **Objectives for improvement**

- Deliver training to whole staff regarding removing barriers for SEND within the classroom – training to be matched to the priorities determined by whole school pupil population and their needs
- Increase SEND voice on school council
- Review curriculum offer in light of national and local practice / policy
- Review the interventions provided for individuals and small group within each Key Stage

###### **Monitoring of plans**

- This plan to be monitored by the Standards and Provision teams

##### **Process for identifying barriers**

- Action plan following a site inspection by relevant personnel (e.g. SLT, SEN Governor, BAM representative)
- On-going feedback from individual students / staff
- Review of pupils needs by SENCo
- Review of individual Education, Health and Care Plans and Support Plans for pupils with SEND

##### **Summary of progress to date (to be updated regularly)**

###### **Objectives for improvement**

- Review and update fire evacuation plans for students in wheelchairs and/or with significant mobility issues

###### **Monitoring of plans**

- This plan will be monitored every half term through a site inspection by SLT and the SEN Governor

### **Support services**

##### **Process for identifying barriers**

- Review of Education, Health and Care Plans or Support Plans for pupils with SEND
- Advice from external agencies
- Requests and identified needs of pupils and parents through discussions,

observations and feedback

- Keeping up to date with local, county and national providers for support
- Governor visit

### **Summary of progress to date (to be updated regularly)**

#### **Objectives for improvement**

- Set up Focus Centre to extend work with poor attenders and those with significant behavioural/emotional issues
- Extend collaboratively work within the locality group
- Review SEN register to identify pupils with SEND and provide appropriate support for students and parents

#### **Monitoring of plans**

- This plan to be monitored by the SEN Governor, the SENCO and Provision team

### **Awareness**

#### **Process for identifying barriers**

- Observations of learning and pupil feedback
- Feedback from pupils, parents, staff, external agencies and visitors
- Curriculum and provision review

### **Summary of progress to date in (to be updated regularly)**

#### **Objectives for improvement**

- Link assemblies and whole school events to World Days e.g. World Autism Day
- Whole staff training on SEND
- Have new signs advertising well-being and mental health
- Increase parental input / awareness

#### **Monitoring of plans**

- This plan to be monitored by the SEN Governor, the SENCO and Provision team

### **Communication**

#### **Process for identifying barriers**

- Feedback from pupils, parents and external agencies
- Review of Education, Health and Care plans and Support Plans

### **Summary of progress to (to be updated regularly)**

#### **Objectives for improvement**

- Student Support Plans for anyone on the SEN Register to be developed
- New system of parental meetings to be implemented – all pupils on SEN register to have a named link person
- Raise profile of SEND pupils on the school council

#### **Monitoring of plans**

- This plan to be monitored by the SEN Governor, the SENCO and Provision team