



Accessibility Plan

Date	Review Date	Coordinators	Nominated Governors
March 2019	March 2022	Joe Creswick	Estates Committee

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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.

During recent Stakeholder values discussions, inclusion was the predominant theme across all respondents. As a special school, all of our pupils have an EHCP that reflects their special educational needs and/or disabilities.

All of our school staff are committed to supporting inclusion and equity of access to all areas of the school and its curriculum.

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, including working alongside Central Bedfordshire Council.

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 and governors. In writing this we would particularly like to recognize the invaluable support of Hannah (Year 10) who has helped leaders to understand where the school needs to improve its level of accessibility.

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. 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 governing board.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action Plan

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

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
Increase access to the curriculum for pupils with a disability	The school offers a highly differentiated curriculum that meets the broad variety of pupils' needs.	Ensure access to the kitchen facilities for wheelchair users.	Secure funding to adapt the school kitchen facilities so that children can access the cookers, tables, washing up sink and hand wash sink. Complete adaptations.	Hannah Doran / Joe Creswick	July 2019	All pupils have access to the school kitchen area.
	Pupils have access to specialist resources to support their access to the curriculum, including communication devices.	All pupils will have access to The Lodge at the College site, including those unable to ascend the stairs.	Secure funding to allow installation of a through floor lift or external lift shaft for The Lodge. Complete adaptations.	Hannah Doran / Joe Creswick	July 2020	All pupils have access to the upstairs of The Lodge.
	All pupils at Ivel Valley School have an EHCP; their progress is tracked against ambitious targets.	Pupils who require hydrotherapy have daily access to a hydro-pool	Secure rebuild of the school; include the installation of a hydro-pool.	Joe Creswick/ Local Authority	Tbc	Ivel Valley School is situated in a fit for purpose building that supports the therapeutic needs of all pupils.

Improve and maintain access to the physical environment

Ivel Valley School (including the College and satellite classes) are all single storey and accessible to wheelchair users. Ramps are installed where necessary.	Pupils on the College site have access to changing beds with a built in tracking system.	Secure funding to allow installation of moveable tracking in the College site hygiene rooms.	Hannah Doran / Joe Creswick	Sept 2019	Pupils on the College site have access to a tracking system in the hygiene room.
Accessibility is considered during all capital investment, for example, purchasing an accessible outdoor classroom.	Pupils have free access through all doors (as appropriate).	The hall doors and the doors into hygiene rooms are operated with an electronic opener or adapted to allow wheelchair users ease of access.	Hannah Doran / Joe Creswick	Tbc	Wheelchair users can access the hall and other areas of the school independently.
Ivel Valley School has disabled parking bays and disabled toilets including changing facilities.	Sinks in hygiene rooms are accessible to all who need them on the School site.	Sinks in hygiene rooms are adapted to allow wheelchair users room to put their legs under the sink.	Hannah Doran/ Dave Green	Sept 2019	Wheelchair users have easy access to handwashing sinks.
Recent changes to the physical environment (for example relocating the library) have led to improvements in the access for wheelchair users.	All paths around the school site are smooth and wheelchair accessible.	Playground surfaces are smoothed out and uneven paths removed/made even	Hannah Doran/ Joe Creswick	Tbc	All members of the school community can navigate the outdoor environment safely.
	Hygiene rooms are accessible to all who need them on the School site.	Install a toilet roll holder in the School hygiene room (next to the toilet).	Hannah Doran/ Dave Green	April 2019	All disabled toilet facilities are fit for purpose.

**Improve the
delivery of
information
to pupils
with a
disability**

Our school uses a range of communication methods; this includes:

- Use of visuals
- Staff who are familiar with individual communication strategies
- Signalong sign language
- Each class has a 'Communication Champion'

All information for pupils is presented in an accessible but age appropriate way.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey, apart from The Lodge.	Seek funding for installation of a lift to allow access to first floor of The Lodge.	Hannah Doran/ Joe Creswick	July 2020
Corridor access	Clear, accessible corridors.	None		
Lifts	None	See above		
Parking bays	A number of disabled parking bays are available on all sites.	None		
Entrances	All accessible, however, none has electronic door opening	Investigate electronic door opening, can this be done whilst also securing the door?	Hannah Doran	Sept 2019
Ramps	All buildings are either level access or have ramps. Some fire exits on School site have steep and short ramp from door to path.	None, staff are aware of the ramp.		
Toilets	Accessible toilets in place throughout all sites. However, no tracking is installed in the College site hygiene room.	Secure funding for, and install moveable tracking in the College site hygiene room.	Hannah Doran/ Joe Creswick	Sept 2019

	<p>Hand wash sinks in the disabled toilets on the School site are difficult for wheelchair users to access.</p> <p>There is no toilet roll holder in the School site hygiene room.</p>	<p>Move sinks out and away from the wall, allowing better access for wheelchair users.</p> <p>Install a toilet roll holder.</p>	<p>Hannah Doran/ Dave Green</p> <p>Hannah Doran/ Dave Green</p>	<p>Sept 2019</p> <p>April 2019</p>
Reception area	<p>Accessible on School site, apart from signing in system which is located in a fixed unit. The reception has a low window which allows access for wheelchair users.</p> <p>The College site has an intercom system which is located above the reach of many wheelchair users.</p>	<p>Investigate installation of a second intercom system at a lower height on College site.</p> <p>Investigate a second signing in system which is tablet based to allow access for wheelchair users.</p>	<p>Hannah Doran</p> <p>Ian Hall</p>	<p>Sept 2019</p> <p>Sept 2019</p>
Internal signage	<p>Clear and augmented by visual supports. No brail signage at the moment.</p>	<p>Investigate brail signage for key areas.</p>	<p>Hannah Doran/ Ruth Ellison</p>	<p>Sept 2019</p>
Emergency escape routes	<p>All fitted with accessible handles, however, some escape routes on the School site have a very short, steep ramp that poses difficulty for wheelchair users.</p>	<p>Investigate installation of ramps that are compliant with most recent legislation. <i>This may not be possible due to the location of the path.</i></p>	<p>Hannah Doran</p>	<p>Sept 2019</p>