



## Accessibility Plan

Date	Review Date	Coordinators	Nominated Governors
March 2022	March 2023	Joe Creswick / Hannah Doran	Estates Committee

## Contents

1. Aims .....	1
2. Legislation and guidance .....	2
3. Monitoring arrangements .....	2
4. Links with other policies .....	2
5. Action plan.....	3
Appendix 1: Accessibility audit.....	6

## 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 all pupils can participate in the curriculum
- Improve the physical environment of the school to enable all pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to all 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.

## **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 formally reviewed annually and approved by the governing board but will be updated during the year with new actions and progress updates.

## **4. Links with other policies and documents**

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

- Health and safety policies
- Ivel Valley's Curriculum
- Equality information and objectives (public sector equality duty) statement for publication
- School Improvement & Development Plan
- 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	Actions required	2022 actions	Action status
<b>Increase access to the curriculum for pupils with a disability</b>				
<p>The school offers a highly differentiated curriculum that meets the broad variety of every pupil's needs.</p>	<p>School-wide curriculum based on the principle of integrated provision covering the following:</p> <ul style="list-style-type: none"> <li>• Enabling environments</li> <li>• Preparing for adulthood</li> <li>• Health &amp; wellbeing</li> <li>• EHCP provision</li> </ul> <p>Offering both a targeted and universal curriculum</p> <p>Adaptions, qualifications and accreditation for formal learners, semi-formal learners and pre-formal learners</p> <p>Preparing for adulthood outcomes (KS4/5):</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> <li>• Health</li> </ul> <p>School-wide PBS and SCERTS approach</p>	<p>Ongoing consolidation and reinforcement of the new curriculum with necessary assessment and monitoring</p>	<p>Ongoing consolidation and reinforcement of the new curriculum with necessary assessment and monitoring</p>	<p>Ongoing</p>
<p>Pupils have access to specialist resources to support their access to the curriculum and meet requirements of their EHCPs</p>	<p>Inclusive PE equipment</p> <ul style="list-style-type: none"> <li>• Trikes &amp; wheelchair accessible bikes</li> <li>• Specialist activities and equipment for different levels of physical ability</li> </ul> <p>3 wheelchair accessible minibuses (tail-lifts)</p>	<p>Well-equipped food technology rooms on the school site that can be accessed by all pupils</p> <p>Facilities for rebound therapy</p>	<p>No action for 2022</p> <p>Ensure requirements for new</p>	<p>N/A</p> <p>In progress</p>

Aim	Current good practice	Actions required	2022 actions	Action status
	<p>Well equipped and accessible rooms for intensive interactions on both sites – Sensory and MILE rooms, including KS2 sensory rooms</p> <p>Classrooms are arranged to allow space for moving around, including those in wheelchairs</p> <p>New EYFS garden room to provide additional learning environment for a pupil with serious health issues</p> <p>Chairs and other specialist equipment provided through the Millbrook agreement (although new items need to be purchased if these are not in stock)</p> <p>Height adjustable desks for wheelchair users</p> <p>College Food Technology Room full equipped for wheelchair users</p> <p>Acheeva bed in use for pupil who needs to be in a lying position but still able to be involved in activities.</p> <p>Involvement of specialist teams to advise on equipment and resources e.g. visual impairment team, hearing impairment team, physios, OTs</p>	<p>Improve acoustics in the school and college halls to make them a more comfortable environment for those affected by noise</p> <p>Improvements to MILE rooms on both sites</p> <p>CBC Vision Impairment team to visit and advise and purchase and install recommendations from their visit</p> <p>Arranging equipment for September new starters (standers, chairs, Acheeva beds, walkers etc.)</p>	<p>school include facilities for rebound therapy, good acoustics in shared areas and sufficient intensive interaction rooms</p> <p>Seek funding for and install ceiling hoist in school site MILE room to enable movement between all equipment and mats</p> <p>Refurbish MILE room on college site and equip with appropriate resources and furniture</p> <p>Organise the CBC VI team to visit each site and provide advice</p> <p>Seeking funding for and buying/ordering necessary equipment for September starters</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p> <p>In progress</p>
Pupils have access to health, hygiene and	<p>Hoists</p> <ul style="list-style-type: none"> <li>• Ceiling hoists in 3 changing rooms</li> </ul>	Pupils who require hydrotherapy have daily	Ensure requirements for new school include facilities for	In progress

Aim	Current good practice	Actions required	2022 actions	Action status
welfare facilities that enable them to remain in school	<ul style="list-style-type: none"> <li>• Ceiling hoist in Early Years changing room and sensory room</li> <li>• Mobile hoists for other areas</li> <li>• Ceiling hoist in Hub changing room available for all users</li> </ul> <p>Physio</p> <ul style="list-style-type: none"> <li>• Contract with Millbrook for supply of equipment</li> <li>• Physiotherapists regularly on site</li> <li>• MOVE accreditation/quality mark</li> </ul> <p>Medical training for staff to support pupils e.g. gastro training, epilepsy, anaphylaxis, administration of medication</p> <p>Well-equipped changing rooms in all buildings on both sites including support stands</p> <p>Nurse on site for 1 particular pupil (while NHS continues to fund)</p> <p>Shower installed in new bathroom in college site (to learn independent showering)</p>	<p>access to a hydro-pool</p> <p>Ensure new buildings incorporate appropriate changing facilities with hoists</p> <p>Install an emergency exit door from college changing room to facilitate a quick exit from the building if being changed.</p>	<p>rebound therapy, good acoustics in shared areas and sufficient intensive interaction rooms</p> <p>Seek funding for and complete building works to make an emergency exit from the college changing room</p>	In progress
All information for pupils is presented in an accessible but age appropriate way.	<p>Use of various communication aids to meet specific needs</p> <p>Appointment of Communication Support Worker</p> <p>Access to Speech &amp; Language therapists (NHS and private)</p>	<p>Staff who are familiar with individual communication strategies</p> <p>Develop and increase use of communication technology</p>	<p>Ongoing training in communication aids and strategies</p> <p>Communication Support Worker to develop a communication technology strategy</p>	<p>Ongoing</p> <p>In progress</p>

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	<p>Use of Signalong across the school, including sessions for parents/carers &amp; professionals</p> <p>Pager for alerting hearing impaired when fire alarm sounds</p>	Tactile panels (internal and external) to provide sensory cues	Consideration to purchasing or making indoor and outdoor sensory panels for sensory cues	Not started
<b>Improve and maintain access to the physical environment</b>				
Wheelchair users can access all areas of the school independently.	<p>Ivel Valley School (including the College and satellite classes) are all single storey and accessible to wheelchair users. Ramps are installed where necessary.</p> <p>Automated doors at the reception doors on the school site.</p> <p>Accessibility is considered during all capital investment</p> <p>Wide doors for most key rooms</p>	<p>All doors to shared areas that need to be closed at times are operated with an electronic opener or adapted to allow wheelchair users ease of access.</p> <p>Receptions to be made more accessible</p> <p>Widen door to the college sensory room (too narrow for those in wider wheelchairs or use wide walking frame)</p>	<p>Seek funding for and install automated doors at college – doors to playground/garden.</p> <p>Ensure requirements for automatic doors are on any specification for a new school building</p> <p>Build new, fully accessible, lobby reception area at college site</p> <p>Audit reception arrangements (bells, intercom) and make any appropriate adaptations</p> <p>Seek funding for and complete building work to widen the entry/door to the college sensory room.</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p> <p>Not started</p> <p>In progress</p>
All members of the school community can navigate the outdoor environment safely.	All changes to the outdoor facilities incorporate the need to be fully accessible e.g. outdoor classroom	<p>Playground surfaces are smoothed out and uneven paths removed/made even</p> <p>Additional markings of all</p>	Ongoing inspections of outdoor areas and taking remedial action where funding allows	Ongoing

Aim	Current good practice	Actions required	2022 actions	Action status
		changes in levels due to steps, paving & changes of surface		
All disabled toilet facilities are accessible and fit for purpose.	At least one DDA compliant toilet on both college and school site and in each modular building	Sinks in more toilets rooms are adapted to allow wheelchair users room to put their legs under the sink.  DDA compliant toilet and sink to be installed in new college bathroom	Audit additional toilets to ensure DDA compliant  Install DDA compliant toilet and sink to be installed in new college bathroom	Not started  In progress
Anyone coming to site can park with easy access to the building	Disabled parking spaces close to the entrances of main buildings	Reviewing pupil drop off/collection arrangements for wheelchair accessible vehicles (parents/carers)	Liaising with CBC around parking/access to the school site	In progress
Emergency escape routes are accessible for all	Most rooms have an external door that opens outwards onto the outside evacuation route.	Some door thresholds require work to make them level or have less of a ramp on the outside	Audit every external door to assess whether action can be taken to reduce ramp height or level access.	Not started
All pupils are able to play on outdoor equipment regardless of disability	Some play equipment is wheelchair accessible	Wheelchair accessible swing to be installed at school site	Install wheelchair accessible swing at school site	In progress