



Accessibility Plan

Date	March 2023
Written by	Hannah Doran
Approved by	Joe Creswick
Approval date	15/3/23
Review date	March 2024



Introduction and 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.

The purpose of this policy

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

Aim	Current good practice	Actions required	2023 actions	Action status
Increase access to the curriculum for pupils with a disability				
The school offers a highly differentiated curriculum that meets the broad variety of every pupil's needs.	School-wide curriculum based on the principle of integrated provision covering the following: <ul style="list-style-type: none"> • Enabling environments • Preparing for adulthood • Health & wellbeing • EHCP provision Offering both a targeted and universal curriculum Adaptions, qualifications and accreditation for formal learners,	Ongoing consolidation and reinforcement of the new curriculum with necessary assessment and monitoring	Ongoing consolidation and reinforcement of the new curriculum with necessary assessment and monitoring	Ongoing



Aim	Current good practice	Actions required	2023 actions	Action status
	semi-formal learners and pre-formal learners Preparing for adulthood outcomes (KS4/5): <ul style="list-style-type: none"> ● Employment ● Community inclusion ● Independent living ● Health School-wide PBS and SCERTS approach			
Pupils have access to specialist resources to support their access to the curriculum and meet requirements of their EHCPs	Inclusive PE equipment <ul style="list-style-type: none"> ● Trikes & wheelchair accessible bikes ● Specialist activities and equipment for different levels of physical ability 3 wheelchair accessible minibuses (tail-lifts) Classrooms are arranged to allow space for moving around, including those in wheelchairs New EYFS garden room to provide additional learning environment for a pupil with serious health issues Chairs and other specialist equipment provided through the Millbrook agreement (although new items need to be purchased if these are not in stock) Height adjustable desks for wheelchair users College Food Technology Room full equipped for wheelchair users Acheeva bed in use for pupils who need to be in a lying position but still able to be involved in activities. Involvement of specialist teams to advise on equipment and resources e.g. visual impairment	Well equipped and accessible rooms for intensive interactions on both sites – Sensory and MILE rooms, including KS2 sensory rooms Well-equipped food technology rooms on the school site that can be accessed by all pupils Facilities for rebound therapy Improve acoustics in the school and college halls to make them a more comfortable environment for those affected by noise CBC Vision Impairment team to visit as and when required to advise on equipment, resources and building/site amendments Arrange specialist equipment for any September new starters (standers,	No actions planned for 2023 Ensure requirements for new school include accessible facilities for food technology, rebound therapy, good acoustics in shared areas and sufficient intensive interaction rooms Organise the CBC VI team to visit each site and provide advice when required Seeking funding for and buying/ordering necessary equipment	In progress Ongoing In progress



Aim	Current good practice	Actions required	2023 actions	Action status
	<p>team, hearing impairment team, physios, OTs</p> <p>Ceiling hoists in some learning areas:</p> <ul style="list-style-type: none"> • 1 classroom • 3 sensory rooms • 1 MILE room 	<p>chairs, Acheeva beds, walkers etc.) as advised by OTs or physiotherapists</p> <p>Arrange specialist equipment for current pupils so that their needs are met throughout their time at Ivel Valley e.g. replacing equipment that no longer fits, as advised by OTs or physiotherapists</p> <p>Arrange adequate storage for all specialist equipment that can be easily accessed throughout the day by class staff</p> <p>Install ceiling hoists for 2 KS2 classrooms to allow for pupils who will be moving up from Early Years/KS1</p>	<p>for September starters</p> <p>Seeking funding for and buying/ordering necessary equipment for existing pupils who require new or replacement items</p> <p>Seek funding for external storage for KS2 classrooms with large specialist items</p> <p>Seek funding for 2 additional ceiling hoists for KS2 classrooms Ensure requirements for new school include ceiling hoists in all learning areas</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>
<p>Pupils have access to health, hygiene and welfare facilities that enable them to remain in school</p>	<p>Nurses on site or contactable at any time to provide advice or guidance for pupils with medical conditions.</p> <p>Hoists in changing rooms</p> <ul style="list-style-type: none"> • Ceiling hoists in 5 changing rooms • Mobile hoists available for other areas <p>Physio equipment</p> <ul style="list-style-type: none"> • Contract with Millbrook for supply of equipment • Physiotherapists regularly on site 	<p>Pupils who require hydrotherapy have daily access to a hydro-pool</p> <p>Ensure new buildings incorporate appropriate changing facilities with hoists</p> <p>Sinks in changing rooms or accessible toilets need to have space for wheelchair users.</p>	<p>Ensure requirements for new school include facilities for hydrotherapy and other therapies and have ceiling hoists in all changing areas.</p> <p>Audit all sinks to ensure they are accessible and make the necessary changes</p>	<p>In progress</p> <p>Not started</p>



Aim	Current good practice	Actions required	2023 actions	Action status
	<ul style="list-style-type: none"> ● MOVE accreditation/quality mark <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 1:1 basis for 1 particular pupil (while NHS continues to fund)</p> <p>Shower installed in new bathroom in college site (to facilitate independent showering – life skills)</p> <p>Closomat toilet at college site (to facilitate independent toileting for student in wheelchair)</p>			
<p>All information for pupils is presented in an accessible but age appropriate way.</p>	<p>Use of various communication aids to meet specific needs</p> <p>Appointment of Communication Support Worker</p> <p>Access to Speech & Language therapists (NHS and private)</p> <p>Use of Signalong across the school, including sessions for parents/carers & professionals</p> <p>Pager for alerting hearing impaired when fire alarm sounds</p> <p>Signed up to ClearVision tactile books lending library</p>	<p>Ensure relevant staff are familiar with individual communication strategies</p> <p>Develop and increase use of communication technology</p> <p>Tactile panels (internal and external) to provide sensory cues</p> <p>Consider technology options for reading and writing e.g. speech to text, text to speech</p>	<p>Ongoing training in communication aids and strategies</p> <p>Appoint an Assistive Technology Lead (new post)</p> <p>Consideration to purchasing or making indoor and outdoor sensory panels for sensory cures</p> <p>Purchase appropriate equipment</p>	<p>Ongoing</p> <p>Not started</p> <p>Not started</p> <p>Not started</p>
Improve and maintain access to the physical environment				
<p>Wheelchair users can access</p>	<p>Ivel Valley School (including the College and satellite classes) are</p>	<p>All doors to shared areas that need to</p>	<p>Seek funding for and install automated</p>	<p>In progress</p>



Aim	Current good practice	Actions required	2023 actions	Action status
all areas of the school independently.	<p>all single storey and accessible to wheelchair users. Ramps are installed where necessary.</p> <p>Automated doors at the school and college site entrances</p> <p>Accessibility is considered during all capital investment</p> <p>Wide doors for most key rooms</p> <p>Most rooms have external emergency exit routes that open outwards and can be used by anyone independently</p>	<p>be closed at times are operated with an electronic opener or adapted to allow wheelchair users ease of access.</p> <p>Some door thresholds require work to make them level or have less of a ramp on the outside</p>	<p>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>Audit every external door to assess whether action can be taken to reduce ramp height or level access and take necessary action</p>	<p>In progress</p> <p>Not started</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 changes in levels due to steps, paving & changes of surface</p>	Ongoing inspections of outdoor areas and taking remedial action where funding allows	Ongoing
All staff and visitor 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	No actions required		
Anyone coming to site can park with easy access to the building	Disabled parking spaces close to the entrances of main buildings	Continually reviewing pupil drop off/collection arrangements for wheelchair accessible vehicles (parents/carers/visitors/staff)	Liaising with CBC around parking/access to the school site	In progress
All pupils are able to play on outdoor equipment regardless of disability	Some play equipment is accessible to all but wheelchair users do require assistance (basket swings, wide slides)	More outdoor play equipment is accessible for all pupils/student	Ensure requirements for accessible play equipment is included in the specification for a new school	In progress



Roles and Responsibilities

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.

Legal Framework & Statutory 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.

Links with other policies

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