



Ifield Community College - ICC ACCESSIBILITY PLAN

Approved by Governing Body: 14th March 2024

Date of next review: March 2025

Signed: (Chair of Governors)

ICC ACCESSIBILITY PLAN 2024-2025

Overview

The Special Needs and Disability Act 2014 requires that we plan in three main areas:

- Increasing access for pupils with disabilities to the curriculum – teaching and learning and the wider curriculum
- Improving access for pupils and other stakeholders with disabilities to the physical environment of the school
- Access to Information and ensuring effective communications

These areas have been considered when writing this Accessibility Plan for Ifield Community College:

Definition

The term disability does not refer exclusively to people with a physical disability and therefore focus entirely on physical access issues. The act defines disability thus:

“A person has a disability if he or she has a physical or mental impairment that has a substantial of long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

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, or 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 risk of physical danger

This Accessibility Plans ‘anticipatory’ and considers both current and prospective students to Ifield Community College. The Plan indicates the steps we are taking and will take to continue to provide an inclusive education for all our students. The Accessibility Plan is structured to complement and support the school’s Inclusion Policy, and will similarly be published on the school website.

We aim to:

- Overcome potential barriers to learning so that all children enjoy full access to our curriculum
- Continually review our building and facilities in response to the needs of our community
- Respond sensitively and sensibly to the needs of individuals with our school community, seeking advice from outside support agencies whenever possible
- Consider carefully the views of all parties: pupils, parents, governors, teaching and non-teaching staff when writing our Accessibility Plan
- Ensure that our plans for improved accessibility are monitored and reviewed regularly

This Accessibility Plan needs reading in conjunction with the Special Educational Needs Policy, the Equality Policy and the Supporting Students with Medical Needs Policy.

Increasing access for pupils with disabilities to the curriculum – teaching and learning and the wider curriculum

	Target	Strategies	Timescale	Responsibility	Review
Short Term	Ensure that reasonable adjustments are made so that all pupil access a curriculum	<ul style="list-style-type: none"> • All staff to consider the needs of pupils in their care, when completing medium and short term planning • Discussion with parents during parents’ evenings • Discussion with Primary feeder schools pre-entry into Year 7 • Involvement of outside agencies • Discussion with student • Use of one-page profiles 	Ongoing	SENCO Learning Support Team Linked to staff training 2023-2024 All Staff	
	Closely monitor core data for pupils with disabilities to ensure progress and achievement	<ul style="list-style-type: none"> • Individual Groups/ of students discussed during year groups progress meetings on a weekly basis • Any concerns discussed with the SENCO 	Every Data Entry Point (DEP)	Teachers SENCO Progress Leaders Faculty Heads SLT	
	Ensure students with disabilities have full access to ICT	<ul style="list-style-type: none"> • Assess student needs in terms of physical access, ICT software, time 	Ongoing	IT Technician SENCO	
	Ensure that work is differentiated and resourced appropriately for pupils with disabilities	<ul style="list-style-type: none"> • Learning walks carried out by the SLT, SENCO – faculty heads • Review of provision for students with disabilities 	Ongoing	SENCO SLT Faculty Heads	

		<ul style="list-style-type: none"> • SENCO meeting with teachers of specific students with disabilities • Differentiated small group withdrawal for specific students 			
	Provide opportunities for students with disabilities to access activities that supplement the curriculum	<ul style="list-style-type: none"> • Carry out risk assessments before educational visits to ensure accessibility for all students with disabilities • Make clubs accessible to all students • Staff briefing highlighting the needs of individual students 	Ongoing	Educational Visits Co-ordinator SENCO Whole Staff	
Medium Term	Promote the involvement of students with disabilities in classroom discussions/ activities	<ul style="list-style-type: none"> • Provide where appropriate: <ul style="list-style-type: none"> - Screen overlay - Creating positive images of disability within the school so that students grow into adults who have an understanding of disabled people - Giving alternatives to enable students with disabilities to participate successfully in lessons 	Ongoing	Whole school approach	
	Ensure the teaching staff and support have access to relevant training for specific students	<ul style="list-style-type: none"> - Utilise existing experience - Assess training needs of staff working with specific students 	Ongoing	SENCO All Staff	
	Ensure that teaching staff and support staff are familiar with current legislation	<ul style="list-style-type: none"> - Whole staff training where appropriate 	Ongoing	SENCO Teachers Teaching Assistants SEND GOV	
Long term	Evaluate and review the above short and long term targets annually	<ul style="list-style-type: none"> - See all listed above 	Annually	Headteacher SENCO SEND GOV	

	Deliver findings to the Governing Body	- Create an annual report to the Governing Body outlining progress towards set targets	Annually	Headteacher SENCO Governing body	
	Develop a range of learning environments and experiences in response to student's needs	- Continually assess indoor and outdoor learning environments - Consider individual students' needs e.g use of work stations, quiet areas and practice equipment - Use of Forest Schools	Ongoing	All staff SENCO	
	Review accessibility to all areas of ICC	-			
Improving access for pupils and other stakeholders with disabilities to the physical environment of the school					
Short Term	Review accessibility to all areas of ICC	Learning walk carried out with Governors focusing on accessibility to both inside and outside environment	July	Headteacher SENCO Governors	
	Ensure that all students with a disability can be safely evacuated	- Personal Emergency Evacuation Plans (PEEPs) in place for identified students with disabilities	ongoing	Fire wardens Pastoral Managers Medical Team	
	Improve physical environment of ICC	-Take into account the needs of students, staff and visitors with physical and sensory impairments when undertaking future improvements and refurbishments of the site and premises, e.g. improved access, lighting, markings on steps	Ongoing	SLT Site Staff	
	Ensure visually stimulating environment for all students	- Use of displays in classrooms and around the school that engage and support students with disabilities	Ongoing	All Staff SENCO	
Medium Term	Ensure suitable space is available for students with disabilities within the classroom	Rearrange furniture as appropriate - Create a seating plan for cover supervisors to access - Discuss with the student the best layout for the classroom	Ongoing	Teachers SENCO	

	Continue to improve signage in school for the visually impaired and those with learning difficulties	-Assess existing signs around school in terms of size, position, colour and pictorial representation -Consider other areas around school where signs are needed – seek advice if necessary	Ongoing	SENCO SLT Site Staff	
	Ifield Community College fully aware of the access needs of disabled students, staff, parents and carers	-Access needs are discussed with parents and support agencies upon a student's entry to Year 7 - Access to physical environment is discussed with parents during parents' meetings and, if appropriate, incorporated into the students one plan profiles. - Consult parents, to ensure that their access needs are met - Access to consultation evenings checked for disabled parents / carers. -Dedicated disabled parking spaces.	Ongoing	SENCO Yr 7 progress leader Yr 7 pastoral manager Yr 7 mentors All teachers	
	Ensure that all classroom equipment and resources are accessible for all pupils	- Learning walks focusing on accessibility of classroom resources and equipment -Feedback to staff from learning walks.	Ongoing	SENCO Faculty Heads SLT	
	Emergency exits from restaurant and main school and PE Hub easily accessed by everyone		Termly	Fire Wardens	

Access to Information and ensuring effective communications

Short Term	Individual Visual Timetable for specific students	Picture / symbols for timetables for individual students - Visual timetables created centrally by the SEN department	Ongoing – reviewed as necessary	Pastoral managers SEND team	
	Ensure that school web-site is continually updated	- Links in place to all relevant policies and plans	Ongoing	SENCO Web-site manager	

	so that parents are able to access current policies and plans	- Parents informed via termly parent meetings			
	Ensure that parents are given advance warning, in an appropriate format, of all aspects of school relevant to their child	-Teachers to ensure that all dates are entered in school diary, well in advance -Teachers to consider advance notice to parents when booking educational visits - Information provided via web-site, newsletters or departmental letters	Ongoing	All staff	
	Ensure parents with English as an Additional Language are able to access communications sent home	-Liaison with EAL co-ordinator re: level of spoken language at home -Translation of letters if appropriate -Interpreter provided where possible -Translation of school website	Ongoing	EAL co-ordinator SENCO Admin Team	
Medium Term	Ensure that all students have an efficient method of recording homework Ensure that all students have access to Go4Schools remotely.	- Teachers to provide appropriate assistance for those students who may require it. - School to provide technology	Ongoing	Teachers Teaching Assistants	
Long Term	Review students' records ensuring whole staff awareness of any disabilities	- Information collected about new students -Records passed up from feeder schools to ICC -Handover between progress leaders as appropriate -Medical records updated annually for all students -Individual Health Care Plans set up for students with medical needs -Information about students with medical needs have photos displayed on the staffroom noticeboard Training in place for use of epi-pens	Annually	SENCO Attendance Administrator Medical Team AHT- Pastoral	