



# IMBERHORNE SCHOOL

## Policy Document



The Cornerstones of our  
Learning Community

Headteacher: Mr Martin Brown

Policy Name: **Accessibility Plan**

Date: **April 2022**

### Introduction

This guidance refers to **Part 3** of the '**Children and Families Act 2014**' and associated regulations. The regulations associated with the Children and Families Act 2014 are the '**Special Educational Needs and Disability Regulations, 2014**'.

Many children and young people who have SEN may have a disability under the **Equality Act 2010** – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty.

### Information from student data and school audit

At present (April 2022) there are 353 students on the SEN register, 327 of these are registered as SEN Support and 26 have EHCPs. We have one student with significant mobility issues, in addition to this we occasionally have other students who have temporary mobility issues (usually linked to injuries such as leg breaks etc).

### Site specific information – accessing the curriculum

The school is split across two sites. The main school site at Imberhorne Lane (Upper School) is a larger site with multiple sets of stairs; these provide access to three, two storey blocks in the school. The three main subjects housed in these blocks are Science, English and Technology. Science and English can be taught in ground floor classrooms so students with accessibility issues are not disadvantaged in anyway. Technology requires access to specialist rooms so cannot so easily be accommodated elsewhere in the school. Access to these classrooms is more challenging and may require physical help/support and movement outside of normal lesson changeovers.

The Windmill Lane site (Lower School) has far fewer access point issues. These include; two upstairs Science rooms (we have two ground floor Science rooms to ensure accessibility), and three huts that are accessed by steps. Two of the huts house general teaching spaces so access

issues can be avoided. One is a specialist space (Music), we do have a second ground floor Music room so again accessibility to this space can be managed.

Corridors on both sites are quite narrow and easily congested; care must be taken with vulnerable students or adults in these areas at busy lesson change-over times. If we have a particular concern regarding an individual's ability to manage these spaces at busy times, we arrange for them to travel slightly earlier than the main student body.

### **Information sharing**

We conduct a staff briefing at the start of every school year which highlights students who have particular issues or are a particular concern. This will include, if appropriate, students with disabilities or those that have significant medical issues. Staff who teach students with significant disabilities or medical conditions are also notified independently and given advice about how to best manage the issues that may arise, including any evacuation difficulties in an emergency.

Students with disabilities and/or significant medical conditions have their attendance and punctuality monitored in the same way that all students do. Where their disability or medical condition creates particular difficulties meaning that achieving the same level of attendance or punctuality expected of all students is unreasonable, individualised attendance targets will be agreed. This discussion will involve the students and their parents/carers.

### **Support and adjustments**

The school will make all reasonable adjustments, including supplying additional staffing where appropriate, to ensure that students with disabilities or significant medical conditions can attend and participate in extracurricular activities. If participation in an extracurricular activity may create a significant risk for the student and/or staff participating in the activity the school will not be able to support their participation.

The academic progress of students with disabilities or significant medical conditions will be monitored in the same way that we monitor all students. If this creates an unreasonable expectation individual targets will be agreed with the students and their parents/carers.

We endeavour to ensure all students, regardless of their circumstances, have equal access to the curriculum. For almost all areas of the curriculum we can accommodate students with disabilities and take this into account when timetabling students with disabilities into teaching rooms.

### **The school has set the following priorities for the development of information and data to support the school's accessibility plan:**

- The school has devised a policy aimed at supporting students with medical conditions, this outlines procedures and practices for the school and staff
- The school has also drafted an Individual Health Care Plan for these students which ensures good communication about their conditions.

### **Ensuring consultation of appropriate stakeholders**

- As part of the school's commitment to supporting students with disabilities and significant medical conditions we will consult with students and their parents/carers annually when reviewing our guidance.

### **Increasing the extent to which disabled students can participate in the school curriculum**

- All staff are trained and aware of how to include students with SEND, this is embedded within our induction programme for new staff
- The SEND department provide advice and guidance to all staff on how to best differentiate for students who experience difficulty accessing the curriculum
- The school work in close partnership with our feeder primary schools, SENCO/Inclusion meetings ensure good levels of communication between schools and prior to transition vulnerable students have specially arranged visits to the school to help them settle and feel supported
- Learning Support Assistants are deployed carefully to best support the learning and progress of all vulnerable students.

### **Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:**

- All new teaching spaces have increased accessibility for individuals with disabilities
- The school has upgraded the disabled toilet facilities at the Imberhorne Lane site.
- The installation of a ramp and touch point wheelchair access to the SEND area at Imberhorne Lane allows for independence for the user of motorised wheelchairs to then access this area and the main school.
- At Windmill Lane ramp access points are located around the site, and there is an additional disabled toilet for use in the double humanities hut.

### **Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:**

- If necessary, information about timetables, hand-outs in lessons and information about school events will be provided in a more accessible format. This may include enlarging font or providing pictures/symbols.