



ST IVO SCHOOL

ACCESSIBILITY PLAN

Issue date	6 March 2017
Reviewed by	Premises Committee
Ratified by Full Governors	3 May 2017

Review date	May 2018
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- In drawing up the Access Plan the following were consulted:
 - full governing body/SEN governor/SEN sub-committee
 - staff/SENCO/heads of year/department/deputy head
 - parents/community groups
 - students/school council
 - others/LA

- It was approved by the governing body on _____

Signed:

_____ Chair of Governors

_____ Headteacher

- Date of Access Plan: _____
- Date of Review _____
- Senior member of staff responsible for Access Plan: _____
- Linked policy documents and information sections in school prospectus and staff handbook (insert here relevant policy and information documents for example, curriculum/T&L/Assessment/Admissions/SEN/Inclusion/Equal Opportunities/Behaviour/PSHE and Citizenship, others)

Identifying Barriers to Access

Statement	Evidence	Action Required
<p>The layout of areas allows access for all students, such as</p> <p>Academic areas: eg, classrooms, hall, library</p> <p>Sporting Areas: gym, outdoor sporting facilities</p> <p>Social areas:</p> <p>Play areas: eg, playground, wet play area</p>	<p>1. For some departments all rooms are upstairs, eg MFL. All rooms downstairs for Geography.</p> <p>2. Hall not accessible to wheelchairs.</p> <p>3. Steps in all areas of the school both outside and inside. Ramp to Science Block is in place. Main Block is only accessible from some entrances, steps within the building itself pose problems.</p> <p>1. No ramp to indoor changing rooms – two small steps</p> <p>.</p>	<p>1. Timetable classes downstairs for MFL / upstairs for Geography if wheelchair access was required.</p> <p>2. Make other arrangements for Parents Evening. County considered putting lift in but deemed too expensive unless student in wheelchair is on roll. A quote for a lift has been obtained.</p> <p>3. More ramps would have to be built for access for wheelchairs. Main block corridors and craft block entrance. Plans to re-tarmac pathways and lower kerbs in lower N block to provide access to lower N and The Keep and lower craft.</p> <p>1. More ramps would have to be built for access for wheelchairs.</p>
<p>Students who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps</p>	<p>1. Some doorways are not wide enough for wheelchair access and light switches are not low enough to reach from a wheelchair.</p>	<p>1. On hold until we have a student in a wheelchair.</p> <p>A ramp is in place in the main block corridor. Plans for ramp for craft block entrance.</p>
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.</p>	<p>1. Disabled toilet with external access available near main reception.</p>	

<p>Pathways around school are safe and well signed.</p> <p>Parking arrangements are logical and safe</p>	<p>Occasional uneven surface identified.</p> <p>Disabled parking bay of sufficient width available next to the front door of the school.</p> <p>Prevented any other vehicular access to the front door of the school to ensure safety.</p>	<p>1. Problems rectified on an ongoing basis in each summer holiday.</p>
<p>Emergency and evacuation systems INFORM ALL students. Alarms are visual (flashing) as well as auditory</p>	<p>Only visual alarm sign is back of Science Block.</p>	<p>Performance halls and all corridors should have flashing lights for alarms to be addressed as soon as funds are available. Rolling programme of replacing with visual alarms starting with performance areas.</p>
<p>Tactile signs, including lifts with tactile buttons help disabled learners to use the building.</p>	<p>Clear signage present round the school.</p>	<p>1. Braille signs are on external and internal doors.</p> <p>2. Consider replacing all door signs with tactile larger numbers so easily read by visually impaired students.</p>
<p>Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for students with visual impairment, autism or epilepsy</p>	<p>Colours chosen are relaxing and harmonious.</p>	<p>Block directional signage has been addressed. Clear signage in place around all site from block to block.</p> <p>Yellow paint marked on stair risers and impediments to free movement in corridors and on paths. This is a programme which is addressed and maintained every summer holidays. Some steel yellow mouldings on steps and external areas applied. Complete replacement programme under during Easter holidays 2017.</p>
<p>All areas are well lit</p>	<p>Pathways can be uneven.</p>	<p>1. Pathway by Rec Centre has been re surfaced.</p> <p>2. External lights continually checked by site team and bulbs replaced where necessary</p>

<p>Steps are taken to reduce background noise for hearing impaired students by considering a room's acoustics, noisy equipment etc.</p>	<p>When necessary this will be considered. We always get requests from Access Officers at least one year before the student will attend the school.</p> <p>Hearing loops are available both at Front Reception and in ACL for the hearing impaired.</p>	<p>Hearing loops work by staff as appropriate.</p>
<p>Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc</p>	<p>When necessary this will be considered. We always get requests from Access Officers at least one year before the student will attend the school.</p>	<p>Appropriate work carried out in science and craft block.</p>

Appendix B – Curriculum Access

Statement	Evidence	Action Taken/Action Required
All teachers and TAs have the necessary training to teach and support students with a range of disabilities.	SENCO has training programme for all identified staff who will teach or support the students.	Inset and additional training made available to all TAs and teachers as and when necessary.
Classrooms are optimally organised for disabled students	SENCO addresses with Heads of Department as needs dictate.	Occupational therapist visits prior to any disabled student starting at St Ivo. Necessary action is conveyed to subject staff eg seating, use of laptops. Braille signage in use around the school.
Lessons provide opportunities for all students to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	The s/needs register is distributed to all staff in early September as well as student alert booklet to identify both less able and gifted students.	Subject link TAs to liaise with respective subject teachers an appropriateness of work. TAs to take out small groups as required. IEPs are used as appropriate. Reading material individualised with regard to font size and paper colour.
All students are encouraged to take part in music, drama, and physical activities	Students are only withdrawn from identified subjects when other options are impractical.	Inform parents of withdrawal slots and seek parental consent.
Staff recognise and plan for the additional time and effort needed by some disabled students, eg, lip reading by hearing impaired students, slow writing speed for students with dyslexia	Students who require additional time in exam and test situations to be catered for. If necessary tests to be taken in separate rooms.	All students who require 'special consideration' to be identified well in advance of external exams. Time also given for mocks and tests as far as possible.
All staff plan for additional time required by some disabled students to use equipment	Disabled students to receive 'health and safety support' in all practical lessons.	Additional training given to identified students with any form of physical disability. TA support also given.

<p>Disabled students who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport</p>	<p>Where students have physical difficulty in an area of sporting activity they are provided with an alternative sport.</p>	<p>Appropriate sporting experiences are provided in place of problem sports, mostly contact team games – often replaced by extra swimming or badminton. Blind students also have appropriate sporting access.</p>
<p>ICT equipment has been fitted with additional software/hardware to allow access for disabled students</p>	<p>ICT equipment adapted such that it is useable by disabled and VI students.</p>	<p>Provision of large screen monitors 'zoom-text' and dictation software for identified students.</p>
<p>School visits, including foreign visits, are accessible to all students, regardless of attainment or impairment</p>	<p>No student is denied access to any visit or trip on the basis of attainment or impairment.</p>	<p>When appropriate special needs students are accompanied by TAs on trips to ensure physical safety and maximum learning benefit. This includes outdoor pursuits and foreign trips.</p>
<p>All staff have high expectations for all students</p>	<p>Attainment levels for s/needs students are not limited to any constraints.</p>	<p>Some special needs students have attained A grades at A2 level and progressed to further education. OFSTED - these students make as good or better progress as other students at St Ivo.</p>
<p>All staff strive to remove barriers to learning and participation</p>	<p>Every opportunity is provided to all students to reach maximum potential.</p>	<p>Classroom materials and texts are adapted in advance of need to avoid hindering student progress, praise and encouragement used. Student progress of t his group now monitored closely.</p>

Appendix C - Access to Information

Statement	Evidence	Action
<p>Staff are familiar with technology and practices to assist students, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.</p>	<p>Specialist equipment such as 'phonic microphones' are made as much use of as possible.</p>	<p>Hearing impaired students are encouraged to take responsibility for handing over 'phonic microphones' to teachers. Training sessions for teachers are provided at the start of each academic year.</p>
<p>All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger on buff paper</p>	<p>We use Arial font size 12 on white paper. Visually impaired students receive printed material on buff paper – in appropriate font size and print.</p>	<p>Test materials for VI students are enlarged to an appropriate size of print and style.</p>
<p>The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for students/parents and carers who may have difficulty with the standard printed format.</p>	<p>The Visual Impairment Service are based at St Ivo for 3 days per week. Advice is provided on adaptation of materials and signage around the school.</p>	<p>Regular mobility training is provided for all VI students prior to arrival and during education at St Ivo.</p> <p>Half termly drop in meeting and calendared statement reviews are in place.</p>
<p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc</p>	<p>School web site contains much information – regularly updated. Plasma screen on entry in main foyer, N Block, Science Block, the Keep. Data projectors have been installed in all classroom and some public areas eg Hall.</p>	<p>The school to look into the development of a 'loop system' in the hall for hearing impaired students.</p>

Suggestions for

St Ivo School Access Plan

Improving the Physical Environment of Schools

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Maximise access of environment with low cost adaptations.	Environmental Audit <ul style="list-style-type: none"> • clear pathways • direct routes • acoustics • visual access Make low key adjustments to maximise physical access, improve acoustics and maximise visual clues – consult SEN team.	Good practice in accommodating needs of students with physical disabilities, hearing impairment, visual impairment		Accessible environment, increased student autonomy
Medium term	Incorporation of appropriate colour schemes when refurbishing to benefit students with visual impairment Carpet classroom areas, fit blinds to improve acoustics for HI students	Seek advice from SEN Service on appropriate colour schemes/blinds Seek advice from SEN Service	Increased access for visually impaired students to some classrooms/areas of school Increased access for students with hearing impairment in some areas of school		Increase student autonomy/physical access of the school Increased physical access of the school

Suggestions for

ST IVO School Access Plan

Improving the Physical Environment of Schools *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Long Term	School plans to improve access to designated areas over successive financial years. School decides which of its entrances and exits have priority, and plans to fit ramps and handrails from delegated budget.	Planned use of minor delegated resources and discuss with the LA using schools Access Initiative Funding in line with LA Accessibility Strategy	Access to Main Block, Craft Block, The Keep and N Block lower.		
	To review regularly and at least annually as part of the SDP, all areas of the school in order to ensure there are no physical barriers to access for students with a range of disabilities. Continue implementation of plan.	To track progress against original audit information. To update the LA annually on progress and works carried out	Full physical access to the school and curriculum Regular review of premises Access plan progress reported as part of Governors Annual Report to Parents	Summer Term of each year	

Suggestions for

St Ivo School Access Plan

Increase the extent to which disabled students can participate in the school curriculum

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	<p>Raised awareness of the curriculum needs of students with</p> <ul style="list-style-type: none"> • Autistic spectrum disorder • Language and communication disorders • Severe learning difficulties • Physical disability • Visual impairment • Hearing impairment <p>for whole staff.</p>	<p>Programme of INSET at whole school staff meetings.</p> <p>Yearly update of student register.</p>	<p>Overview of the needs of particular groups of students for all teaching staff</p>	<p>First staff meeting in September.</p>	<p>Increased access to the curriculum for all groups</p>
Medium Term	<p>Clarification of support rôle of school staff in meeting needs of students with Speech and Language Difficulties</p>	<p>Work with SEN Service and STS to agree rôle of school staff in supporting individual children</p>	<p>Appropriate support for students with speech and language difficulties from school resources.</p>		<p>Increased access to the curriculum through specialised support for students with speech and language difficulties</p>
	<p>Training for teachers on differentiation by teaching and learning styles – Quality First Teaching</p>	<p>Audit skills and competencies of teaching staff, identify teachers to benefit from training in differentiation by teaching and learning style.</p>	<p>Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.</p>		<p>Increased access to national curriculum for all through Quality First teaching.</p>

Increase the extent to which disabled students can participate in the school curriculum *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Medium Term	Train identified personnel to administer medication	Consultation with partners in the Health Authority and SEN Service. Identify suitable personnel. Provide training	Clear agreed procedure for administering medication	Nurses always have current training.	Access to whole school curriculum.
	Accommodate toileting and care needs of incontinent students	Audit the environment. Consult with health Authority partners. Provide suitable environment. Train staff in <ul style="list-style-type: none"> • Toilet training techniques • Ways of meeting needs of students who are incontinent 	Sensitive procedures for efficient care of students who are incontinent. Agreed procedures for sensitive toilet training		Access to whole school curriculum and increased inclusion.
	Train personnel in moving and handling techniques	Identify staff to be trained. Training provided by SEN Service/Kingfisher School	Appropriately trained staff to move and handle students with physical disabilities		Increased inclusion and access to curriculum

Increase the extent to which disabled students can participate in the school curriculum *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Long Term	Training for TAs, teachers in Sign a long/Makaton	Identify personnel for training – agree with SEN Service	School staff able to communicate with students who require sign a long as from of communication. Students taught sign a long		Students using sign a long for communication accessing the curriculum on own terms
	Use of PIVATs throughout the school for students working towards AT level 1 of National Curriculum	Training in use of PIVATs cascaded to the whole school	Effective way of measuring student progress – assisting target setting		Effective target setting and increased curriculum access for students with severe learning difficulties.
	Training for teacher(s), TA(s) in one of the following low incidence needs Hearing impairment Visual impairment Sensory impairment Autistic Spectrum Disorder Speech and Language Difficulties Specific Learning Difficulties	Application for an accredited training course	Teachers TA(s) with specialist training/qualifications		Quality Specialist Support within school – Increased curriculum access.

Suggestions for**School Access Plan****Improving the delivery of information to disabled students**

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Availability of written material in alternative formats	SEN Service provides consultation to inform schools of services available in the LA for converting written information into alternative formats	Ability of school to ensure availability of material in alternative formats as required		Delivery of information to disabled students improved
Medium Term	School to be able to produce large print transcriptions	School staff trained by SEN Service to produce materials in large print	School to produce large print materials as required for students		Delivery of information to disabled students improved.
Long Term	School to be able to produce symbol materials	Purchase appropriate software and training in production of symbol materials	School to respond immediately to needs of students requiring pictorial support materials		Delivery of information to disabled students improved.
	To maintain above practice and review on annual basis		Information available for parents/carers and students in a variety of formats		

USEFUL AND FREE ADDITIONAL SEN/DISABILITY INFORMATION

Name of Document	Printed By	Tel. Contact	Ref No
Special Educational Needs Code of Practice Nov 2001	DfE	0845 6022260	DfE/581/2001
Special Educational Needs SEN Toolkit	DfE	0845 6022260	DfE/558/2001
Special Educational Needs A guide for Parents and Carers	DfE	0845 6022260	DfE/0800/2001
Access to Education For Children and Young People with Medical needs	DfE	0845 6022260	DfE/0732/2001
Supporting Students with Medical Needs (Folder)	DfE	0845 6022260	DfE PP3/0601/73
Supporting Students with Medical Needs (Circular 14/96)	DfE & DH	0845 6022260	Circular 14/96
Together from the Start Practical guidance for professionals working with disabled children (birth to 2) and their families	DfE & DH	0845 6022260	DfE 0184/2002
Developing Early Intervention Support Services for Deaf Children and their Families	DfE & DH	0845 6022260	DfE 0183/2002
Autistic Spectrum Disorders Good Practice Guidance (01) and (02)	DfE & DH	0845 6022260	DfE/597/2002
Accessible Schools Planning to increase access to schools for disabled students	DfE	0845 6022260	LA/0168/2002
Inclusive Schooling Children with SEN	DfE	0845 6022260	DfE/0774/2001
Disability Rights Commission Code of Practice for Schools	DRC	08457 622633	COPSH July 2002
Disability Rights Commission Code of Practice Post 16	DRC	08457 622633	COPP 16 July 2002
Disability Rights Commission A Guide for Schools	DRC	08457 622633	EDU4
Special Educational Needs and Disability Tribunal (SENDIST) How to appeal	DfE & SENDIST	0845 6022260 01325 392555	TRI 022
Special Educational Needs and Disability Tribunal (SENDIST) How to make a claim	DfE & SENDIST	0845 6022260 01325 392555	/continued HTC 001

Websites - Disability Rights Commission (DRC) – www.drc-gb.org
Department for Education & Skills (DfE) – www.dfes.gov.uk
Special Educational Needs & Disability Tribunal (SENDIST) – Www.sendist.gov.uk

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