Part of T4 Trust

Accessibility Plan

Version Control

Action	Name	Date
Prepared by	Kimberley Bailey	September 2019
Reviewed by	Aaron Mulhern	October 2019
Approved by	Local Community Board	February 2020

Contents

1. Introduction

Ian Mikardo High School is a warm and welcoming environment. We are dedicated to supporting vulnerable people and it is central to our ethos that we are committed to providing a building, grounds and services that are fully accessible to everyone. This includes all students, staff, parents, volunteers and visitors, regardless of their circumstances and needs. Every aspect of our work focuses on removing barriers to learning and development and in this spirit we are committed to challenging negative attitudes about disability and accessibility, and we actively promote a culture of awareness, tolerance and inclusion.

This was demonstrated in 2011 when the school premises were rebuilt through the government's BSF scheme and our attitude to full accessibility was encompassed in every aspect of the design.

2. 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 disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled 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.

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.

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 staff and the local governing board.

3. 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.

This policy complies with our funding agreement and articles of association.

4. Definitions

The Trust Board	The board of directors of the Trust (including any committee of the board duly appointed by it), who may also be referred to as trustees
The Headteacher	The teacher in charge of the school who may also be referred to as head, executive head or principal

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	1. Effective assessment & referral practices support timely identification of need. 2. To ensure that learning tools and equipment are in place to support access for students with disabilities. 3. To ensure that people with disabilities are represented positively in displays and that learning resources account for diversity/disability. 4. Attainable and appropriately challenging targets are in place for students with disabilities.	Teacher assessment/AR's to prompt referral to SALT/EP & other professionals. Teachers to plan using group needs analysis document and being aware of needs/disabilities. Departmental audits undertaken by leaders and subject teachers – review equipment. Staff to be familiar with section 6 of the SEND code of practice (2015).	1. Teachers/Subject Leaders – AR facilitator. 2. Teachers/Subject Leaders. 3. Teachers/Subject Leaders. 4. SLT - Teachers/Subject Leaders.	As necessary.	Appropriate referrals to other professionals evident – needs represented in EHCP's/ Use of tools to access learning evidenced in lesson observations – improved outcomes for students. Displays representing diversity and celebrating success of disabled students. Appropriate target setting.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevator • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	*The school was redesigned as part of the BSF scheme and access was a primary focus – the school is accessible for wheel chairs, contains elevator access, and has wide corridors with parking bays and toilet /changing facilities accessible for disabled people. 1. To maintain a high standard of access and attention to the needs of disabled people in order to maximize access and building usability.	Consider the impact for disabled users of any building re-design or installation of structures within the building and school grounds.	HT and Facilities Manager.	As necessary.	New building work or the installation of structures will offer improved access for these with disabilities and at least will not inhibit current levels of accessibility.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	1. Ensure that signage is displayed effectively and is accessible for those with disabilities. 2. Essential information to be made available in large print – inform families during contacts 3. To ensure that information is available in pictorial/symbolic form.	1. Review signage and ensure that it is fit for purpose. 2. Information to be made available in large print where necessary – Review student/carer needs. 3. Information to be made available in symbolic/pictorial form.	1. HT & Facilities Manager. 2.Administration/Welfare Dept. 3. Teaching/Support staff – Admin staff.	Nov'2019. With immediate effect. Nov'2019.	

6. Monitoring arrangements

This policy will be reviewed and updated in accordance with the Trust policy review schedule and from time to time may be updated more frequently in response to changes in guidance, legislation or under instruction from the Trust

7. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

8. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				