

Accessibility Plan – 2021-2024

DRAFTED BY:	FEF	STATUS:	Statutory
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1. Vision

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school community will be welcomed and valued regardless of sex, sexual orientation, race, religion or belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with students with severe learning difficulties and profound and multiple learning difficulties.

At Isleworth & Syon School, student achievement is always celebrated and we encourage our students to be as independent as possible so that they make the most of opportunities in school and so that they are well-prepared for the next stage of their lives.

The purpose of the accessibility plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

1. Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
2. Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
3. Undertake reasonable adjustments to enable staff to access the workplace.

DEFINITION OF DISABILITY UNDER THE EQUALITY ACT 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

DEVELOPMENT AND REVIEW

- The accessibility plan is guided by the principles and procedures in the school's Equality statement.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

2. Aims and Objectives

Our aims are to:

- Increase access to the curriculum for students with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to students.

The table below sets out how the school will achieve these aims.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	WHO	TIME FRAME
1. Increase access to the curriculum for students with a disability	<p>Include established good practice and practice under development</p> <p>To screen those transferring from primary school and make staff aware of student needs.</p> <p>To provide referrals for assessment/diagnoses of students joining the school who have not been diagnosed as disabled or who may join the school part way through a school year.</p> <p>Curriculum is subject to ongoing review to ensure it meets the needs of all students.</p> <p>Ongoing training for staff on adaptive teaching of the curriculum, in particular for new colleagues.</p>	<p>Short, medium and long term</p> <p>Admission arrangements include screening of new students.</p> <p>Information is shared with key staff.</p> <p>A curriculum is in place that allows all students to demonstrate excellent progress towards challenging objectives.</p> <p>Staff training is provided to reflect the needs of students.</p>	<p>Ensure the effectiveness of the curriculum model.</p> <p>Update the curriculum statement for each subject area and ensure that the curriculum is accessible to all learners.</p>	<p>CLs</p> <p>SLT lead</p>	<p>September 2022</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	WHO	TIME FRAME
2. Curriculum materials are available for all staff	Departments to make differentiated materials available to all staff in their departments by keeping resources in an accessible area (Office 365).	<p>Ensure that as adaptive materials are produced that they are uploaded to SharePoint and available to all colleagues.</p> <p>Wider range of resources available for students with additional needs and materials added as circumstances change.</p>	Update subject specific SharePoint as required.	CLs Teachers	Ongoing
3. Improve and maintain access to the physical environment	<p>Adaptations to the existing buildings have included access requirements.</p> <p>The new building (2018) has been designed to meet the needs of all learners. A lift was installed (2019) to allow for access to the first floor.</p>	<p>There are no major access issues.</p> <p>We will adapt access for room 201, as the need arises as this is the only room without level access.</p>	Complete the planning for level access to room 201, so that action can be taken should the need arise.	FEF	September 2022
4. Improve the delivery of written information to students	<p>Consider those students who struggle to read and who may have visual impairments that make reading difficult.</p> <p>School documents to be made available in large print for students / parents with visual impairments.</p>	Review the effectiveness of communication strategies across the school.	Complete a communication audit and update school procedures to allow for all students to access written information.	CAT	September 2022
5. Examination arrangements for students with disabilities	<p>Early identification of disabled students.</p> <p>Provision of appropriate assessment / examination material within school.</p> <p>Make early requests to examining authorities</p>	<p>Appropriate examination assessment provision to be made available to disabled students.</p> <p>To include internal assessments.</p>	Monitor how well the recent addition of access arrangements for internal assessments has helped student achievement.	CAT RCU	September 2022

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	WHO	TIME FRAME
	Include established good practice and practice under development	Short, medium and long term			
6. To identify and make appropriate provision for students with disabilities to be included on school trips, unless there are severe health and safety considerations that cannot be overcome.	<p>Identification of the needs of disabled students and the meeting of those needs e.g. additional staffing or staff training (e.g. students with epilepsy and severe allergies).</p> <p>In severe cases where a risk assessment has been carried out and the needs of students cannot be met alternative strategies may be put in place e.g. alternative visit or material.</p> <p>Parent/carer advice/co-operation to be sought when making decisions about school visits</p>	<p>All trips and ventures to be accessible to all students.</p> <p>Staff in charge of trips to consult the relevant co-ordinators.</p>	Review students taking part in ventures and activities and evaluate the success of the aim for inclusion for all.	MDA SFI	September 2022

3. Access Audit

FEATURE	DESCRIPTION	ACTIONS	WHO	TIME FRAME
7. Number of floors	<p>All stairwells are kept clean and free from obstructions.</p> <p>All teaching rooms, except 201, have level access.</p>	<p>Maintain access at all times.</p> <p>Plan for the addition of a small chairlift for level access to room 201.</p>	Site	<p>Ongoing</p> <p>September 2022</p>
8. Emergency escape routes	<p>Fire evacuation routes are in place.</p> <p>Weekly testing of the alarm system is in place.</p>	Consider the installation of medivac chairs for emergency use of stairwells rather than lifts in the event of an emergency evacuation of a disabled student.	Site	September 2022
9. When decorating the physical environment, consider appropriate colour schemes to benefit students with visual impairments.	Seek relevant advice on appropriate colour schemes for students with severe visual impairment.	As classrooms are re-decorated, they become more accessible to students with impairments.	Site	Ongoing

FEATURE	DESCRIPTION	ACTIONS	WHO	TIME FRAME
10. As carpets are replaced they should be replaced by flooring that is more accessible for wheelchair users.	Appropriate flooring to be considered e.g. carpets are replaced with low pile, high-density carpets for students requiring wheelchair access. Corridor flooring to be vinyl.	Replacement carpets are considered to allow wheelchair users greater access.	Site	Ongoing
11. Improve physical access to the school building for wheelchair users.	Ensure intercom bell works effectively. Ensure that designated parking area is kept reserved for disabled users.	Increase accessibility to the school for disabled students/visitors.	Site	April 2022
12. Temporary disability	Need to cater for a student who may be injured or temporarily disabled.	Purchase a wheelchair for school use.	PJE	April 2022
13. Parking bays	Ensure that the disabled parking bay is properly identified and allow for easy access.	Check bay markings and remark, sign as required.	Site	September 2022
14. Internal signage	Large signs in place in strategic areas.	Plan for installation should internal signage be part of the school's environmental development plan.	Site FEF	Ongoing

4. Retention and Data Protection

Through the application of this policy, the School may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of the Data Protection Legislation (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Privacy Notices, our Retention & Destruction Policy and in line with the requirements of the Data Protection Legislation.

5. Reviewing

The governing body will review the policy as required or every three years, to ensure the effectiveness of the procedure and make changes where necessary.