

Accessibility Plan and Access Audit

Policy Title:	V10.2 Accessibility Plan and Access Audit
Academic Year:	2021-2022
Policy Reference:	G1
Description:	The purpose of the plan is to increase the extent to which all pupils are enabled to participate in the curriculum
Status:	To be approved by Management Committee
Category:	Statutory
Review frequency:	Every year
Contact:	Assistant Headteacher Community & Wellbeing
Version:	This policy has been adapted from The PRU document and The Key model
Who was consulted:	Staff and governors
Other relevant policies:	See item 9 Associated Policies
Acronyms:	<p>MC - Management Committee</p> <p>TLC - Teaching & Learning Committee</p> <p>SWC - Safeguarding & Wellbeing Committee</p> <p>FC – Finance Committee</p> <p>H&SPC - Health & Safety and Premises Committee</p> <p>PERS - Personnel Committee</p> <p>LA - Local Authority</p> <p>WBC - West Berkshire Council</p> <p>HT - Headteacher</p> <p>AHT - Assistant Headteacher</p> <p>RS - Raising Standards</p> <p>CW - Community and Wellbeing</p> <p>SLT - Senior Leadership Team</p> <p>PM - Pastoral Manager</p> <p>LT - Lead Teacher</p>
Date for Review:	Sept 2023

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1: Key contact list for Accessibility Plan and Access Audit

Assistant Headteacher Community & Wellbeing	Faye Miller		fMiller@icollege.org.uk
Inclusion Managers	Emma Dodridge		edodridge@icollege.org.uk
Lead Teacher and Inclusion Manager	Charlotte Duly		cduly@icollege.org.uk
Lead Teacher for The Pod and Pod Plus Provision	Jo Farley		jfarley@icollege.org.uk
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PM Integration	Jess Chorley		jchorley@icollege.org.uk
PM Intervention	Carolyn Smith		csmith@icollege.org.uk
PM Independence	Joanne Watts		jwtatts@icollege.org.uk

2: Statement	<p>Our vision is of an inclusive education service that offers learners opportunities that at least equal those available in local mainstream schools. Our team of staff and governors, working collaboratively, with our stakeholders, will provide a relevant and holistic curriculum, underpinned by strong leadership and teaching of the highest quality that inspires learners.</p> <p>The plan will be made available online on the school website, and paper copies are available upon request.</p> <p>icollege is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and supports any available partnerships to develop and implement the plan.</p>
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	<p>The iCollege 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 iCollege staff and governors of the school.</p> <p>iCollege offers alternative education provision for students who have difficulty accessing mainstream, offering a variety of packages tailored to each student's needs; Full time placement (Years 9 - 13); Off-site reactive provision (KS1 - 4); Bespoke packages (KS1- 5); Short term proactive/pre-booked programmes to sustain mainstream engagement (KS3).</p> <p>Based over five sites we have places for 72 pupils all of whom have varying SEND needs and who are referred to us due to previous difficulties accessing mainstream education.</p> <p>The six sites are: Inspiration (KS1 – 2) Foxglove Way, Thatcham RG18 4DH. Integration (KS3 – 4) 22 Highview, Calcot Reading RG31 4XD Intervention (Year 9 – 10) 88 Newtown Road, Newbury RG14 7BT Independence (Year 11 & 6th Form) Richmond House, Bath Road, Newbury RG14 1QY Pod (KS1 - 2) 88 Newtown Road, Newbury RG14 7BT The POD & POD Plus (KS2 - 3) Urquhart Rd, Thatcham RG19 4RE</p>
<p>3: Legislation & Guidance</p>	<p>Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to</p> <ul style="list-style-type: none"> • 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 <p>iCollege aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.</p> <p>This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010</u>. 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.</p> <p>Under the <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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.</p> <p>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.</p>
<p>4: Increase access to the curriculum for</p>	<p>Current Good Practice: - Whiteboards are available in classrooms which can be utilised to aid the visually impaired however currently no specific auditory adaptations are provided. Please discuss any need with the Leading Teacher and Inclusion Manager of the unit.</p>

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pupils with a disability				
Target	Strategy	Outcome	Timeframe	Achievement
4.1 Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	General training delivered by AHT:RS (Assistant Headteacher:Raising Standards)	Increase in access to the National Curriculum
4.2 Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	As and when need arises – currently no physically disabled students on roll. Delivered by AHT:RS	
4.3 All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	As and when need arises – currently no physically disabled students on roll. EVOLVE	Increase in access to all school activities for all disabled pupils
4.4 Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	As and when need arises – currently no physically disabled students on roll.	Increase in access to the National Curriculum
4.5 Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Access arrangement training delivered on 02/09/09. Needs to be refreshed	Society will benefit by a more inclusive school and social environment
5: Improve the delivery of information to pupils with a disability	Current Good Practice - Whiteboards are available in classrooms which can be utilised to aid the visually impaired however currently no specific auditory adaptations are provided. Please discuss any need with the Inclusion Manager and unit LT and PM.			

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Target	Strategy	Outcome	Timeframe	Achievement
5.1 Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	As and when need arises – currently no physically disabled students on roll.	Delivery of information to disabled pupils improved
5.2 Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	As and when need arises – currently no physically disabled students on roll.	Delivery of school information to parents and the local community improved
5.3 Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	As and when need arises – currently no physically disabled students on roll.	Delivery of school information to pupils & parents with visual difficulties improved.
5.4 Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	As and when need arises – currently no physically disabled students on roll.	School is more effective in meeting the needs of pupils.
6: Improve and maintain access to the physical environment	<p>Current Good Practice: - All units have wheelchair access to the ground floor. Two units (primary and secondary) have lifts, which provide access to the first floor classrooms.</p> <p>Whiteboards are available in classrooms, which can be utilised to aid the visually impaired however currently no specific auditory adaptations are provided. Please discuss any need with the Leading Teacher and Inclusion Manager of the unit.</p> <p>There are ground floor toilet facilities accessible by wheelchair users in Inspiration, Independence, Integration, Intervention and the Pod.</p>			
Item	Activity	Action Timescale	Cost	Unit
6.1 Doors / windows	Anti-glare film to be applied to the doors	Reviewed by LA June 2011, reported on May 2012.		

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		Completed with 3 months of report date.		
6.2 Staircases	Colour-contrasted handrails to both sides of staircases	Discussion to be held with LA for Independence, Inspiration and Intervention. Integration and POD are single story.		
6.3 Doors at top of stairs to prevent wheelchair users accessing stair case.	Install doors	At Independence and Inspiration. Discussion to be held with LA regarding Intervention as not installed.		
6.4 Accessible toilet and changing facilities		At Intervention, Inspiration Independence, Integration and the Pod.		
6.5 Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.		At Intervention, Inspiration, Independence Integration and the Pod		
6.6 Provision of a lift to access the upper floors	Lift	At Intervention and Inspiration, and Pod Plus not at Independence. Integration is one floor storey building. Discussion to be held with LA.		
6.7 Provision of induction loops	Reception Hall B	As and when need arises – currently no physically disabled students on roll. Discussion to be held with LA.		
6.8 Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.	At Inspiration, Intervention and Integration. Independence reception not accessible by wheelchair.		

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6.9 Library shelves at wheelchair accessible height		At Integration, Inspiration and Intervention		
6.10 Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	Discussion to be held with LA		
6.11 Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.		At Inspiration, Intervention, Independence, Integration and Pod		

7: Improving physical access to icollege units	Current Good Practice:			
	Activity	Timescale	Cost	Unit
Accessible car parking	Bays to be signed in accordance with Part M standards	At Integration and Independence, Intervention. At Inspiration the bay has not yet been marked.		
Disabled parking bays		At Independence, Intervention, Inspiration, Integration, Pod, Pod Plus, At Inspiration the bay has not yet been marked.		
Dropped kerbs either side of main vehicle entrance.	Pedestrian access	At Inspiration. Intervention and Independence clearly marked. At Integration no marking.		
Ramps	.	At Inspiration and Intervention. No stairs at Integration No ramps at Independence,		

8: Monitoring Arrangments	This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved, by the SWC committee, the SEND governor and the AHT Community & Wellbeing.
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9: Associated Policies	Equality Policy and Statement Health & Safety Policy Premises Management Procedures SEND Local Offer Traffic Management Plan
10: Appendix 1	Accessibility Audit

INSPIRATION KS 1 & 2 Foxglove Way Thatcham Berkshire RG18 4DH 01635 877114

Feature	Description	Actions	Person responsible	Completed by
No. of storeys	2			
Corridor access	Yes, both up and down stairs			
Lifts	1			
Parking Bays	7			
Entrances	1			
Ramps	1			
Toilets	4 of which 1 accessible			
Reception area	1			
Internal signage	Reviewed with each intake			
Emergency escape routes	2: front, side.			

INTEGRATION KS 3&4 22 Highview Calcot Reading Berks RG31 4XD 01189 416636

Feature	Description	Actions	Person responsible	Completed by
No. of storeys	1			Re-build 18/19
Corridor access	No, via classroom			
Lifts	0			
Parking Bays	2 disabled + 15 plus			
Entrances	1			
Ramps	0			
Toilets	2 of which 1x accessible	D sign required		
Reception area	1			
Internal signage	Reviewed with each intake			
Emergency escape routes	3: back, front, side			

INTERVENTION KS 9&1088 Newtown Road Newbury Berks RG14 7BT 01635 49397

Feature	Description	Actions	Person responsible	Completed by
No. of storeys	2		Property Services / Emily Owles	Extension 2019/20

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Corridor access	Yes, up and downstairs			
Lifts	1			
Parking Bays	13 + 1x disables bay			
Entrances	1			
Ramps	1	Access Needs improving		
Toilets	3 + 1 Accessible Toilet			
Reception area	1			
Internal signage	Reviewed with each intake			
Emergency escape routes	Front and back door fire exit			

Pod Newtown Road Newbury Berks RG14 7BT 01635 49397				
Feature	Description	Actions	Person responsible	Completed by
No. of storeys	1			
Corridor access	n/a			
Lifts	0			
Parking Bays	Part of Intervention car park			
Entrances	1			
Ramps	1			
Toilets	1 Accessible toilet			
Reception area	0			
Internal signage	Reviewed at each intake			
Emergency escape routes	Front and back door			

INDEPENDENCE Y11&KS5 Richmond House Bath Road Newbury Berks RG14 1QY 01635 48872				
Feature	Description	Actions	Person responsible	Completed by
No. of storeys	2			
Corridor access	Yes, downstairs			
Lifts	0			
Parking Bays	2 + 15 plus			
Entrances	1			
Ramps	1	Ramp access side door to be improved	HT and SBM	

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Toilets	3 + 1x Accessible Toilet			
Reception area	1			
Internal signage	Reviewed with each intake			
Emergency escape routes	4: 2 x front, back and side			

11: Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
1				March 2018
2				<i>February 2020</i>
2.1			<i>Changed to include Pod plus and reflect any work undertaken mr</i>	<i>February 2023</i>

Approved:	
Date:	
Review date:	February 2023
<p>Keeping Children Safe in Education 2021 All staff with the iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes protecting children from maltreatment; preventing impairment of children's Mental and Physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes</p>	