

<h1 style="margin: 0;">iCollege</h1> <h2 style="margin: 0;">Alternative Education West Berkshire</h2>
<h1 style="margin: 0;">Accessibility Plan</h1>

Document Control	
<b>Document Name</b>	Accessibility Plan
<b>Category:</b>	Statutory
<b>Date:</b>	March 2025
<b>Version:</b>	V10.3
<b>Written by:</b>	This policy has been adapted from The PRU document and The Key model
<b>Associated policies and useful information</b>	Equality Policy and Statement Health & Safety Policy Premises Management Procedures SEND Local Offer Traffic Management Plan
<b>Review:</b>	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.
<b>Status</b>	Approved

**INSPIRATION KS1 & 2**

Foxglove Way,  
Thatcham, Berkshire,  
RG18 4DH  
01635 877114

**POD PLUS KS2 & 3**

Modular Building  
Paynesdown Road,  
Thatcham, Berkshire,  
RG19 3TE  
01635 243208

**IMPACT KS 3**

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Urquhart Road,  
Thatcham, Berkshire,  
RG19 4RE  
01635 953294

**The POD KS2**

**INTERVENTION KS3 & 4**  
88 Newtown Road,  
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RG14 7BT  
01635 49397

**INTEGRATION KS3 & 4**

22, Highview,  
Calcot,  
Reading, Berkshire,  
RG31 4XD  
01189 416636

**INDEPENDENCE KS4 & 5**

Richmond House, Bath Road,  
Newbury, Berkshire,  
RG30 1QY  
01635 48872

## 1: Key contact list for Accessibility Plan and Access Audit

<b>Head teacher</b>	Jacque Davies	jdavies@icollege.org.uk
<b>Assistant Headteacher (Behaviour, Attendance and Community)</b>	Jo Farley	jfarley@icollege.org.uk
<b>Primary Lead Practitioner for Inclusion.</b>	Rachel Silverthorne	rsilverthorne@icollege.org.uk
<b>Secondary Lead Practitioner for Inclusion.</b>	Emma Dodridge	edodridge@icollege.org.uk

## 2: Statement

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.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

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.

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 (KS2 – 5); Off-site reactive provision (KS1 - 4); Bespoke packages (KS1- 5); Short term proactive/pre-booked programmes to sustain mainstream engagement (KS2 – 3). Based over seven sites we have places pupils, all of whom have varying SEND needs and who have difficulties accessing mainstream education.

### The seven sites are:

**Pod** (KS2) 88 Newtown Road, Newbury RG14 7BT (Permanent Placements)

**Inspiration** (KS1 – 2) Foxglove Way, Thatcham RG18 4DH. (Temporary in Reach Placements and Permanently Excluded Learners)

**POD Plus** (KS3) Paynesdown Road Thatcham RG19 3TE (Permanent Placements)

**Impact** (KS3) Urquhart Rd, Thatcham RG19 4RE (Temporary in Reach Placements)

**Integration** (KS3 – 4) 22, Highview Calcot, Reading Berkshire RG31 4XD (Temporary in Reach Placements and Permanently Excluded Learners)

**Intervention** (KS3 & 4) 88 Newtown Road, Newbury RG14 7BT (Permanent Placements)

**Independence** (KS4  
Bath Road, Newbury  
Placements)

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- 5) Richmond House,  
RG14 1QY (Permanent

### 3: Legislation & Guidance

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

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.

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.

Aim – Increase the extent to which pupils with disabilities can participate in the curriculum.

#### Current Good Practice

- iCollege offers a differentiated curriculum for all pupils. Where needed, this curriculum can be bespoke to the child, therapeutic and offsite based on interests.
- When planning, learners’ individual needs are taken into account.
- We aim to use resources tailored to the needs of pupils who require support to access the curriculum. For example, use of technology, concrete resources, scaffolds and adult support.
- Curriculum resources include examples of people with disabilities. PSHE and ongoing modelling promote our “No Outsiders” supportive curriculum work, as well as our core values.

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<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability. Curriculum progress is monitored through termly data drops and pupil progress meetings</li> <li>Targets are set effectively and are appropriate for pupils with additional needs. Each learner at iCollege has a Pupil Profile including strategies to support engagement and learning along with suitable academic, social and emotional targets.</li> <li>The curriculum is regularly reviewed and adapted to make sure it meets the needs of all pupils and is accessible to all.</li> <li>Frequent communication with parents. Lead Teachers and Teachers phone and email parents frequently with updates. Reports are sent home termly along with face to face meetings whenever needed. Annual reviews take place annually for each child with an EHCP.</li> </ul>				
Objectives	Actions to be taken	Person Responsible	Timeframe	Success Criteria
Effective communications with mainstream/specialist schools to provide quality transition.	<ul style="list-style-type: none"> <li>Lead Practitioner for Inclusion to attend SENDCO network meetings.</li> <li>Outreach visits offered to mainstream schools to support children.</li> <li>Transition resources for children moving in, out and within units.</li> </ul>	<p>Lead Practitioners for Inclusion.</p> <p>Lead Teachers</p> <p>Outreach Team</p>	Ongoing	Transition in, out and between units is smooth with adequate and appropriate support, resources and provision.
Review SEND children's access to curriculum within class sessions	<ul style="list-style-type: none"> <li>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</li> <li>Ongoing monitoring from Lead Practitioner for Inclusion and Behaviour.</li> <li>Liaise with external professions e.g. SALT/OT/CAMHs/EHA to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</li> </ul>	<p>Lead Practitioners for Inclusion.</p> <p>AHT – Raising Standards.</p>	Ongoing	All pupils have equal access to a broad, balanced and bespoke curriculum.

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Ensure all staff have specific training on disability issues.	<ul style="list-style-type: none"> <li>Identify training needs at regular meetings.</li> <li>Staff questionnaire and audit of training needs (yearly).</li> <li>Internal and external training opportunities.</li> <li>Training from different agencies – EP, OT, SALT.</li> <li>Support from Lead Practitioners of Inclusion on adapting curriculum and timetables for complex learners.</li> </ul>	Lead Practitioners for Inclusion. Lead Teachers All staff	On-going	Raised confidence of school staff to support learners.
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> <li>Risk assessments to ensure that all children including children with physical disabilities can access trips.</li> <li>Ensure venues and means of transport are vetted for suitability</li> <li>Ensure staff are fully briefed with regards to children with SEND</li> </ul>	Lead Teachers Assistant Head Teacher – Community and Wellbeing. Lead Practitioner of Inclusion.	On-going	All pupils are able to access all school trips and take part in a range of activities
Provide a range of offsite opportunities to improve engagement and attendance.	<ul style="list-style-type: none"> <li>Identify learners that may find a classroom environment challenging.</li> <li>Identify strengths, interests and career goals that can be supported using off site provisions.</li> <li>Use of offsite provisions to provide positive experiences and build good mental health and resilience.</li> </ul>	Lead Practitioners for Inclusion Assistant Headteacher – Attendance. Lead Teachers	On going	All pupils are able to engage in a curriculum bespoke to them including positive experiences of education.

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Aim – Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided.

#### Current Good Practice

The environment is adapted to the needs of pupils as required. This includes:

- Ramps (all iCollege sites)
- Lifts (Inspiration, Integration, Independence, Impact and Intervention. Lifts are not needed in POD and POD Plus)
- Corridor width (within our newer buildings – Integration, POD, POD Plus and Impact)
- Disabled parking bays (All sites except Inspiration, however staff can move cars to accommodate this)
- Accessible toilets, washing and changing facilities (all iCollege sites)
- Library shelves at wheelchair-accessible height (all iCollege sites)
- Induction Loops (Currently installed at Integration. As and when need arises for other units).
- Doors at the top of stairs to prevent wheel chair users accessing the stairs. (All units except Intervention)

Objectives	Actions to be taken	Person Responsible	Timeframe	Success Criteria
To be aware of the access needs of disabled children, staff, and parents/ carers	<ul style="list-style-type: none"> <li>• Ensure school staff are aware of access issues</li> <li>• Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>• Ensure staff and Trustees can access areas of school used meetings</li> <li>• Annual reminder to parents/carers through newsletter to let us know if their child or they have problems with access to different areas of iCollege.</li> <li>• Ensure a PEEP (Personal Emergency Evacuation Plan) is</li> </ul>	Lead Practitioner for Inclusion and Behaviour.  Lead Teachers  Teaching and Teaching Assistant Staff.	Continuously monitored to ensure any new needs arising are met.	<ul style="list-style-type: none"> <li>• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</li> <li>• All staff, children and parents/carers are confident that their needs are met.</li> <li>• Continuously monitored to ensure any new needs arising are met.</li> <li>• PEEPs are prepared and reviewed as individual needs change</li> </ul>

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	prepared and reviewed if required.			
Maintain safe access round the interior and exterior of the school.	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear.	Lead Practitioners for Inclusion. Lead Teachers Caretaker School Business Manager.	Ongoing	There is safe access throughout the school.
Whole School Evacuation	<ul style="list-style-type: none"> <li>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</li> <li>Children to have PEEP's if needed.</li> </ul>	Lead Practitioners for Inclusion. Lead Teachers All Staff	Annually, and as new children join the school throughout the year	All pupils can be safely evacuated.
Accessible car parking near the entrances into iCollege.	<ul style="list-style-type: none"> <li>Disabled members of staff and visitors have a place to park in the staff car park near the main doors.</li> <li>At Inspiration, staff to ensure a space next to the entrance is available when needed.</li> </ul>	Lead Practitioners for Inclusion. Lead Teachers Caretaker School Business Manager.	On-going	There is a place for disabled members of staff and visitors to park throughout the school day

Aim – Improve the delivery of information to pupils with a disability

Current Good Practice

Our school uses a range of communication methods to make sure information is accessible to all. This includes:

- Internal signage
- Large print resources

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<ul style="list-style-type: none"> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>				
Objectives	Actions to be taken	Person Responsible	Timeframe	Success Criteria
Availability of written material in alternative formats	<ul style="list-style-type: none"> <li>• iCollege will make itself aware of the services available through the LA for converting written information into alternative formats.</li> <li>• iCollege will be able to provide written information in different formats when required for individual purposes</li> </ul>	Lead Practitioner for Inclusion and Behaviour.  Lead Teachers  AHT Community and Wellbeing.	Ongoing	Delivery of information to all is improved.
Make available school brochures, school newsletters and other information for parents in alternative formats	<ul style="list-style-type: none"> <li>• Review all current school publications and promote the availability in different formats for those that require it</li> <li>• All school information available for all.</li> </ul>	Lead Practitioner for Inclusion and Behaviour.  Lead Teachers  AHT Community and Wellbeing.	Ongoing	Delivery of school information to parents and the local community improved.
Ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	<ul style="list-style-type: none"> <li>• Parents are informed of children's progress. Option for parents' evenings by phone, online or send home written information.</li> <li>• Accessible ways to communicate daily information.</li> </ul>	Lead Practitioner for Inclusion and Behaviour.  Lead Teachers  Teaching Staff	Ongoing	Parents are informed of their children's education in a variety of accessible ways.
Raise the awareness of adults within iCollege on the importance of good communications systems.	<ul style="list-style-type: none"> <li>• Suitable training courses offered (dependent on need).</li> <li>• Awareness of need raised (as and when needed).</li> </ul>	Lead Practitioner for Inclusion and Behaviour.	Ongoing	School is more effective in meeting the needs of pupils.

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Head Teacher: Jacqueline Davies	Sign:	Chair of Governing Body: Tim Pritchard	Sign:
Date		Date:	

Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
1				March 2018
2				February 2020
10.2			Changed to include Pod plus and reflect any work undertaken MR	February 2023
10.3			Updated contact details and any work undertaken updated addresses KCSE statement, updated addresses	22.03.23 MR 13/11/23MR
11	25.03.25	MC meeting	Full review- see tracked changes- RS + new format + KSCIE	Feb 25

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### Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; 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

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