

Impington Village College

Accessibility Plan Policy

Date updated: March 2019
Date due for review: March 2022
Stakeholder Name: Simon Warburton

Accessibility plan

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7
Appendix 1: Accessibility audit	8

Date	March 2019
Adopted by Trust Board	
Review Date	March 2022
Consulted with	NASUWT, NEU, UNISON

1. 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

TMET aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

TMET is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust supports any available partnerships to develop and implement the plan.

Our trust'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.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our Trust schools offer a differentiated curriculum for all pupils. IVC in particular offers superb curriculum access with the IDEAL unit for post 16 students and the Pavilion base for Year 7 upwards. WVC have a cabin base for students in Year 7 upwards.</p>	<p>Short term Objectives: Ensure iCAS provision meets the needs of pupils with a disability in ensuring as full access to activities as possible</p>	<p>Review iCAS group participation of all vulnerable groups in iCAS activities and look for patterns of over or under representation</p>	<p>CGE</p>	<p>August 2019</p>	<p>Review carried out with recommendations for altered practice where necessary</p>
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>Ensure that all staff, through faculty QA systems, are aware of the needs of the pupils in their care</p>	<p>Faculty leads to ensure that staff have access to the SEND profiles and specific techniques or resources are</p>	<p>Lead Practitioners</p>	<p>October 2019</p>	<p>Evidence provided in faculty self evaluation reports/line management discussions</p>

		and adapt their learning accordingly	signposted in schemes of learning to support pupils with disabilities.			
	<p>Curriculum resources include examples of people with disabilities.</p> <p>All students requiring specific support have detailed profiles that are shared on a secure area with all staff and teachers are required to adapt their teaching to meet the guidelines and recommendations set out in the profiles.</p>	<p>Medium Term:</p> <p>TMET schools can evidence effective use of professional partners in supporting the education of pupils with a disability.</p>	<p>SLT and Lead Practitioners to explore areas of provision that can be improved through professional partners and seek to involve them</p>	KJA	June 2020	Evidence of successful partnerships with outside agencies
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Long Term:</p> <p>TMET trust schools commit to constantly review the suitability of the curriculum for the needs of all students particularly those with disability and ensure that effective careers</p>	<p>SLT to review the quality of the curriculum against its intended design and outcomes.</p> <p>SLT to review, in liaison with the careers coordinator, the careers curriculum and its</p>	<p>SLT</p> <p>SLT/CGE</p>	June 2021	<p>Evidence of a detailed careers review</p> <p>NEET statistics and transition into further education, training or employment.</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.	education and guidance is offered to secure safe and relevant phase transitions.	meeting of the Gatsby objectives, in providing superb careers guidance to pupils with disabilities			
Improve the delivery of information to pupils with a disability	<p>Our trust schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	Continue to ensure that TMET meets the varied needs of our community in terms of delivering key information in a format that is easy to use for the user.	Regularly seek feedback from our community on the information that we share and the manner in which we share it	Trustees and SLT of schools	Yearly	Positive evidence of engagement and meeting the varied needs of our communities

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Teaching and Learning
- Health and safety policy
- Equality and diversity
- Special educational needs (SEN) information report
- Intimate Care

Appendix 1: Accessibility audit – Impington Village College

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Mainly single storey across the site with three storeys in the Art block</p> <p>Two storey in the K block with lift access to upper floor</p>			
Corridor access	Corridors are constantly monitored to be free of obstruction	<p>Visual clues for orientation need to be replaced and upgraded</p> <p>Textured surfaces in the pavilion need to be replaced</p> <p>Doors to Pavilion and K block are not easily operated by pupils with disabilities – need to install easy opening and closing mechanisms</p> <p>Corridors in the K block are not slip resistant – consider installing a carpet mat at the entrances to the corridor to remove surface water from shoes</p>	<p>Patrick Chalkin (PC)</p> <p>Fran DiFranco (FD)</p>	<p>December 2019</p> <p>Dependent on capital investment</p>

Lifts	One lift located in the K block	Lift is clearly labeled, and controls are accessible from sitting and standing positions Location of lift is not defined by tactile information	PC	December 2019
Parking bays	Located by K block/Library and front of college	All parking is suitably surfaced, lit and clearly marked. There is no defined disabled parking near the GE block. (review parking provision in light of construction works to be carried out at IVC)	Simon Warburton (SWA)	August 2019
Entrances and Ramps	Due to the large area that the IVC campus occupies there are a number of entrances into blocks	Entrances to the science block and pavilion need to be enhanced with visual/audible/tactile information George Edwards building requires some immediate action in the following areas: <ul style="list-style-type: none"> • Ramps and handrails in entrances where the floor is not flush with the outside space • Visual/tactile/audible identification of entrances • Junctions between flooring needs to be reviewed and flattened to remove tripping hazards • Doors are not fitted with easy opening and closing delays 	PC FD	December 2019 Dependent on Capital Investment
Toilets	Sited in main teaching and office blocks	Upgrade location signage and review the locking mechanisms and light switches	PC	August 2019

		<p>Tap mechanisms in the K block need to be altered so that at least one basin can be used by someone with limited dexterity</p> <p>GE block does not currently have toilet provision for pupils with disabilities – this will be an urgent aspect of action with the relocation of IDEAL into the GE building</p>	<p>PC</p> <p>FD</p>	<p>August 2019</p> <p>September 2019</p>
Reception area	<p>Main reception area is to the front of the college with secure entry</p> <p>Other blocks and buildings have ramp access into foyer areas</p>	Reception areas/large assembly areas are not yet fitted with induction loop technology to support hearing impaired	FD	Dependent on Capital investment
Internal signage	A variety of room signage with clear emergency signage at all key points	Most internal signage needs to be reviewed and enhanced so that visual/hearing impaired and tactile surfaces indicate routes through the buildings and the locations of toilets and exit points	PC	December 2019
Emergency escape routes	Clearly indicated in classrooms and in corridors in accordance with site evacuation plan	Clearly marked, ramped and kept clear from obstruction	PC	Ongoing