



Accessibility Policy

R.E.A.L Independent School Ilkeston



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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

R.E.A.L Education and its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We will ensure that our learners are given access to the subjects and opportunities they desire and deserve. We will do whatever is required to adapt buildings and resources to make our curriculum accessible to every learner, regardless of their individual needs.

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. These partnerships include our consultants, the Local Authorities we work with and the British Deaf Association.

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 learners, parents/carers, staff, governors, BSL Interpreters, consultants and any other visitors to our school.



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.

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

3. Admissions

The following statement is an extract from the School's Admissions Policy:

"We recognise our duty to embrace diversity and work to overcome prejudice. We do not discriminate on the grounds of ability, gender, ethnicity, race or religion"

In principle, we admit learners according to our admissions criteria and, if we feel we can meet the needs of the learner, we will do anything necessary to make the building and resources accessible to them.



4. Access to the building and classrooms.

RIS Ilkeston is a single story building and all rooms are accessible by wheelchair upon entry via the ramped main entrance.

| Room/Area | Accessibility |
|-----------------------|--|
| Main Entrance | Wheelchair access is available via a ramp to the main double doors. |
| Toilets | There is an accessible toilet leading off from the main lobby area. |
| Kitchen | The kitchen is accessible from the main lobby area. Assistance to countertops and sink will be required. |
| Teaching Rooms 1 to 5 | All teaching rooms are accessible from the main lobby and corridor. |

Parking is permitted on the outside of the perimeter fence, close to the green access controlled gate and there is level paving leading to the access ramp.

5. Evacuation Procedures and sheltering

The current fire risk assessment and fire safety policy lays down basic procedures for the safe and effective evacuation of the school building.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil and within Personal Emergency Evacuation Plans (PEEP's).

In addition to the main entrance the rear fire exit offers a same level external route to the rear external emergency gate. Additional assistance will be required at the fire exit door and gate due to a slight change in level and must be considered within any PEEP's. The fire exit leading from Room 5 is not suitable for wheelchairs and this must be considered within any PEEP's.



6. Curriculum Access: Teaching, Learning and Assessment

Our aim is that all pupils on our roll should as far as possible have access to a full and broad curriculum, similar to that followed by their mainstream peers. Where necessary we will provide building adaptations, ICT equipment, coloured overlays, signs and symbols support, PECS and other such materials in order to ensure they are able to access the curriculum.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The EHCP (Education Health Care Plan) will allow us to decide what access requirements each learner has. Each individual will have an ICIP (Individual Curriculum Intent Plan), which will outline any accessibility requirements for the learner.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Input from specialist practitioners such as interpreters, augmented communications experts etc
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

7. Informal Curriculum



Pupils at R.E.A.L Education and its schools have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for sport, recreation and other aspects of a learner's social development are incorporated into a child's Individual Curriculum Intent Plan.

The suitability of any event and the need for additional support is discussed fully with parents/carers and any relevant professionals in advance.

8. Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The young person will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

The school will endeavour to identify and prevent discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

9. Monitoring arrangements

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



It will be approved by the Governing body

10. 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
- SEND policy
- Supporting pupils with medical conditions policy
- The Safeguarding & Protection of Young People in Our Care Policy

Accessibility Plan and Priorities September 2021 to July 2022

| Objective | Action to be taken | Intended Impact | Timelines |
|---|--|---|---|
| Ensure all school staff have a good understanding of autism and the implications for learning | All staff to have completed Educare module on autism as a starting point. Further training available in autism - autism and sensory issues, autism and anxiety as appropriate. | Individual learner programmes are designed with their autism in mind with autism specific barriers to learning addressed. | By July 2022 (Evidence seen in learner programmes and via learner voice activities). |
| Improve the sensory environment for learners with autism and or other sensory needs such as those associated with ADHD. | Audit the sensory resources available and the sensory environment. Talk to the Deputy Heads and visit the hubs if appropriate. Report to Head of Schools on strengths and any areas for development. | Further barriers to learning removed as the sensory environment is improved. | By July 2022 (Evidence seen in the progress made by learners, book looks, progress reports, etc). |



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| <p>Ensure all school staff have good, in-depth understanding of their duties under the Equalities Act 2010.</p> | <p>School Inset day focussed on Equalities Act 2010 and removing barriers to learning and participation. Best practice identified and shared.</p> | <p>The current school focus on removing barriers to learning will be strengthened and learners will make good progress as a result.</p> | <p>By July 2022(Evidence - learners report that they enjoy school and that their needs are being met and they are making progress).</p> |
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