Ingfield Manor School

Accessibility Plan

2019

Disability Access Plan

The aim of this plan is to set out how Ingfield Manor School intends to increase the accessibility of all activities and facilities to disabled service users, staff and visitors.
The plan includes;
- Increasing access for students to the school curriculum.
- Improving access to the physical environment of the school.
- Improving the delivery of written information to all students and staff / volunteers with a disability.

In drawing up the Plan, account has been taken of the fact that there are 54 students on roll as of September 2019, all of whom have Special Educational Needs as a result of neurological motor impairment and an education health care plan in place.

At Ingfield Manor School we are committed to providing an inclusive environment for all which reinforces Salutem's equality and diversity policy.

Definition of Disability

1. "Disability". A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities. The Equality Act 2010 (previously DDA) uses a broad definition of these to cover all activities that occur in a school.

2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on Students' everyday lives.

This document is divided into 2 sections:

Section 1:   An audit tool, outlining key areas whereby accessibility is required

Section 2:   Identification of the key points specifically appropriate for Ingfield Manor School

Self-Audit – Accessibility

Curriculum:	Yes	Some	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled Students?	✔		
Are your classrooms optimally organised for disabled Students?	✔		
Do lessons provide opportunities for all Students to achieve?	✔		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	✔		
Are all Students encouraged to take part in music, drama and physical activities?	✔		
Do staff recognise and allow for the mental effort expended by some disabled Students, for example using lip reading?	✔		
Do staff recognise and allow for the additional time required by some disabled Students to use equipment in practical work?	✔		
Do staff provide alternative ways of giving access to experience or understanding for disabled Students who cannot engage in particular activities, for example some forms of exercise in physical education?	✔		
Do you provide access to computer technology appropriate for students with disabilities?	✔		
Are school visits, including overseas visits, made accessible to all Students irrespective of attainment or impairment?	✔		
Are there high expectations of all Students?	✔		
Do staff seek to remove all barriers to learning and participation?	✔		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all Students?		✔	
Can Students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✔		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✔		
Are emergency and evacuation systems set up to inform ALL Students, including Students with SEN and disabilities; including alarms with both visual and auditory components?	✔		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✔	
Could any of the décor or signage be considered to be confusing or disorientating for disabled Students with visual impairment, autism or epilepsy?		✔	
Are areas to which Students should have access well lit?	✔		

Are steps made to reduce background noise for hearing-impaired Students such as considering a room's acoustics and noisy equipment?	✔		
Is furniture and equipment selected, adjusted and located appropriately?	✔		
Access to the written word			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for Students and prospective Students who may have difficulty with standard forms of printed information?			✔
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		✔	
Do you have the facilities such as ICT to produce written information in different formats?		✔	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✔		

Main Points.

Access to the curriculum:

- The overriding principle is to provide full curricular access to all Students who have been allocated a place at Ingfield Manor School.

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments will be made to the curriculum and teaching methods

- Lesson planning and curricular access is based on the statement of special educational needs and all teaching activity is differentiated to reflect this.

- Ingfield Manor School will identify staff development needs to improve their ability to meet the needs of Students and include these within the performance management systems

- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of Students

- All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our campus, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students.
- All future developments will be planned to provide equality of access to all.

- Where a risk assessment has been undertaken, relating to a student with a disability, all staff should implement the recommendations within their own teaching environment.
- Any new buildings should take into account building regulation requirements concerning access, egress, contrasting décor for visually impaired students and visitors etc.
- Colour schemes will incorporate professional guidance on contrasts and LRVs (Light Reflective Values)

Access to written/communication information:

- All of the young people undergo a full communication assessment by a specialist SALT to ensure their preferred communication style is used. This is constantly monitored and reviewed.
- Any communication originating from the school will be formatted in a way that enables the recipient to understand it
- Low tech (e.g communication books, symbols) and high tech (e.g.VOCA, eye gaze) means of access are available for those students that need this.

Please also refer to our Examination access policy.