



IVY HOUSE SCHOOL
HAMPSTEAD

inspired



Inspired Education Group UK

Accessibility plan

Primary person responsible for this document: R Merolla

Job title: Deputy Head

Last review date: August 2024

Next review date: August 2027

Relevant ISI coding (if applicable):



Aims

The aim of this plan is to set out how the **Ivy House** intends to increase the accessibility of its activities and facilities for disabled pupils over the three year period **2024 - 2027**

Ivy House is committed to providing an inclusive environment. It has high ambitions for all of its pupils and expects them to be able to fully participate in school life as far as possible, with the aim of each individual reaching their full potential.

Our Mission Statement:

Ivy House School aims to provide high quality education in a caring, supportive environment, in order that each of our pupils is able to develop fully as an individual, well-adjusted to the wider community.

Definition of disability

A pupil is considered to have a disability if he or she has a physical or mental impairment that has a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities. The SEND Code of Practice 2015 defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. Disability includes sensory impairments and long-term health conditions.

Duty under the Equality Act

This plan fulfils the requirement for schools to have an accessibility plan for disabled pupils, as set out in the Equality Act 2010.

The plan seeks to identify and overcome barriers that may prevent pupils with disabilities from accessing what the school has to offer. It focuses on three areas:

- a) Increasing the extent to which disabled pupils can participate in the curriculum;
- b) Improving the physical environment of the **school**; and
- c) Improving the availability of accessible information to disabled pupils

In line with the reasonable adjustments duty, the **school** will take reasonable steps to ensure disabled pupils aren't put at a disadvantage compared to other pupils. This covers all aspects of **school** life, including extra-curricular activities, educational visits and school trips.

In deciding whether an adjustment is reasonable, the **school** will consider:

- Available resources
- The practicalities of making a particular adjustment
- The effect on other pupils



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- Health and safety requirements

Responsibilities

The Senior Leadership Team assumes responsibility for compliance with the Equality Act and will seek advice and input from the SENDCo, Health and Safety Officer, Medical Officer, Site Manager, the Inspired UK Office team and others with expert knowledge of disability.

Responsibilities include:

- Reviewing the ***school's*** policies, procedures and facilities to maximise accessibility for disabled pupils
- Making recommendations to improve accessibility by means of reasonable adjustment, by planning future improvements, and by preparing and reviewing this plan
- Monitoring the implementation of this plan and reviewing it as necessary, and at least every three years
- Ensuring staff and pupils are made aware of disability, understand its effects, and accept and support disabled pupils as a part of school life

Links to other policies

SEND policy and Health and Safety policy



Action plan

Note, the [Department for Education's guidance on the Equality Act](#) states: "schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments e.g. being prepared to produce large font papers for pupils with a visual impairment even though there are no such pupils currently admitted to the school" (paragraph 4.22)

Aim	Adjustments in place	Actions to be taken	Timescale
<p>Increase the extent to which disabled pupils can participate in the curriculum.</p>	<ul style="list-style-type: none"> • School ethos ensures all pupils and adults feel welcome/valued. • Lessons are modified to meet the needs of the requirements of each individual through differentiation and access to needs specific resources. • Curriculum is designed and reviewed with specific individual needs in mind. • Schemes of work in all subjects are accessible for all pupils currently on roll. • Progress tracking takes into consideration the abilities of all pupils. Individual support plans are in place for those individuals who require adjustments to allow them to access the curriculum. • Communication with external providers for after school activities allows all current pupils to participate in all activities offered. • Communication with sports coaches delivering our physical education curriculum allows all current pupils to participate in all activities offered. 	<ul style="list-style-type: none"> • Specific training will be provided, where necessary, for staff to meet the specific needs and requirements of any disabled child (this applies to all needs defined below). • Schemes of work in all subjects are adapted to be accessible to the specific needs of newly enrolled pupils. • Staffing ratios will be adjusted and extra support provided in class and for external trips, where necessary. • Policies adapted to consider implications of specific needs and requirements. • Necessary school documents and policies (First Aid, Health and Safety, SEND, Fire Evacuation procedures) provided to parents of pupils with a disability, in a format which they can access (i.e. Braille for a parent with visual impairment). • Individual support/health plan (written in conjunction with parents and relevant healthcare professional) in place for all pupils requiring adjustments to the curriculum or physical environment. • Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met. 	<p>As needed.</p>
<p>Improve the physical environment of the school to increase the extent to which disabled pupils can</p>	<ul style="list-style-type: none"> • Ground floor access to front of building is wheelchair user friendly. • Ramp to the rear external area available along the side of main building. • Lift access available to all floors in main and annex building. • Secure handrails in place on all staircases 	<ul style="list-style-type: none"> • Induction loops in place when needed. • All classroom/public areas will be adjusted to meet the needs of the child (Plan classroom according to the individual needs of the child). • Furniture at a height accessible to wheelchair users. • Personalised evacuation plans in place. 	<p>As needed.</p>



[School/Nursery School Logo]

<p>take advantage of what is on offer.</p>	<ul style="list-style-type: none"> • Front vehicle access onto forecourt for disabled users. • All doorways allow for wheelchair access. • Fire safety door openers fitted to classroom doors to keep open and allow access through. • Disabled access toilet available on ground floor of main and annex building, and basement of main building which includes an emergency alarm to call for help. • Disabled toilet allows enough space and privacy for an individual to change if necessary. Allows access for two members of staff to provide support to pupils requiring intimate care. • Lighting is effective and checked regularly by premises manager to ensure good visibility in all areas of the building. • Blinds in place on all classroom windows to block sunlight. • Clear fire exit signage (include lit signage) in place in all areas of the building which is compliant with fire regulations. • Emergency lighting in place and tested regularly by premises manager. • Striped visibility strips on the external fire staircase. <p>Movable classroom furniture which allows for flexible adjustment to the layout of the classroom to increase accessibility.</p> <p>Fire alarm is loud and clearly heard in all areas inside and outside of the school building. Alarm is visible in disabled toilet.</p>	<ul style="list-style-type: none"> • Incorporate accessibility into any proposed structural alternatives. • Appropriate colour schemes will be incorporated, if necessary. 	
<p>Improve the availability of accessible information to disabled pupils</p>	<p>As above</p>	<ul style="list-style-type: none"> • The teacher will wear a special speaking device. • Use of microphones, where necessary. • Sign language or visual signals used by staff most frequently in contact with pupil. • Sign language or visual communication signs such as 'Communication4all' will be provided, where necessary. • Peer support scheme implemented. 	

[School/Nursery School Logo]



		<ul style="list-style-type: none">• Purchase necessary resources to increase pupil participation e.g. sticky keys and filter keys.• A scribe will be provided, when required.• Necessary resources will be purchased to increase pupil participation. • A scribe will be provided, when needed.• Purchase necessary resources to increase pupil's physical participation.• Extra lessons, support, strategies will be implemented to ensure the needs of the individual are met.• Regular meetings with specialists to ensure needs are met.• Ensure schemes of work in all subjects are accessible.• Purchase necessary resources related to memory, concentration, learning and understanding to increase pupil participation.• Peer support scheme implemented.• Ensure facilities are readily available i.e. locate classroom nearest to toilets (see adjustments to physical environment).• Individual support plan in place which outlines strategies to be used by staff and pupil to assist continence i.e. reminders to go to the toilet on a regular basis.• Assistance available when lifting objects.• Purchase necessary resources to increase pupil participation.• Peer support scheme implemented.• Purchase necessary resources to increase pupil participation.<ul style="list-style-type: none">• Peer support scheme implemented.	
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