



Icknield Community College

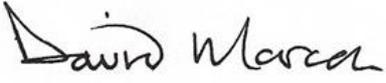
ACCESSIBILITY PLAN



Approval & Review

Author: Mrs S Walkley
Review Period: Annually
Status of Policy: Statutory Key Policy

Reviewed by:	Governing Body
Date of Review:	10 May 2022

Signed: 
(Chair of Governing Body)

Date of Next Review:	May 2023
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Icknield Community College Accessibility Plan May 2022

Overall Aim: To reduce and eliminate barriers in order for students, and prospective students, with a disability, to access the curriculum and to have full participation in the school community.

Icknield Community College has a duty under the Equality Act 2010 to take account of all disabled people: students, staff, parents and visitors. To achieve this aim, we recognise the need to ensure that we improve access to the curriculum and to our school buildings for those members of our school and wider community who are disabled.

Our plan for improving access is closely linked to our aims, values and many of our current School Improvement Priorities 2018 – 2023, which are:

- To develop our learning culture further in order to produce highly successful learners, students and staff, across the school – “excellence for all”
- To ensure that the expansion of Icknield Community College over the next 5 years is managed carefully and considerately enabling the school to maintain and grow its successful existing culture
- To develop the quality of teaching in order to improve further our students’ abilities to learn effectively
- To ensure that our curriculum design at every level leads to excellence in terms of student learning

Our Accessibility Plan should be read in conjunction with our Equality Policy, which explains how we aim to promote positive attitudes towards disability and to remove disability discrimination.

Our Accessibility Plan shows how, over time, access to Icknield Community College will be improved, in collaboration with all stakeholders, and where possible practical solutions to reducing and removing barriers for people with disabilities will be sought. This will be achieved in three areas:

Section 1: Physical Access

Section 2: Curriculum Access

Section 3: Access to Information



We will monitor and evaluate the impact of the plan and review annually.

Section One: Physical Access

Target:

- To aim to have all areas of the school physically accessible to staff and students including any wheelchair users, so that they are safe and independent;
- To raise staff awareness of the impact of the physical environment on students with disabilities (e.g. sensory impairment, autism, epilepsy), in terms of classroom layout, décor, lighting etc.

Strategy	Outcome	Actions
To review school plans for improving accessibility and initiate and complete works around the site	Phased programme of improvements to buildings to enable access to all persons with disabilities	School Business Manager and School Caretaker to ensure accessibility is considered with each new works White nosings on external step edges and all external handrails painted white for added visibility.
To provide the necessary training for teaching and support staff for all students with disabilities	Competent and confident staff Student disabilities are identified and their needs met	Student Services to continue to provide training for staff to ensure that the individual needs of students are met in every area across the school. External professionals carry out termly training and any additional specific training as required.
To raise awareness of the classroom environment and the impact on students with disabilities	Classroom and other learning spaces will be accessible to all students	To timetable classes appropriately and thoughtfully All redecorated classrooms limited colour, posters only in allocated spaces and decluttered classrooms to avoid additional unnecessary visual material. Student Services work with individual departments and teachers regarding individual needs of students



Section Two: Curriculum Access

Target:

- To identify training needs
- To look at potential intake and use relevant data to inform staff training

Strategy	Outcomes	Actions
To continue to raise staff awareness of students and their disabilities and identify any training needs	<p>All staff to be aware of their responsibilities to ensure access and inclusion for all.</p> <p>Curriculum leaders to be aware of their statutory obligation to provide access for all students in all aspects of the curriculum, including extra- curricular activities</p> <p>Continuing professional development in personal expertise in differentiation strategies to enable Quality First Teaching to be taking place.</p> <p>To have a wide range of teaching styles and resources available for all areas of the curriculum</p>	<p>Identified training needs to be met through Head of Student Services working with Senior and Middle Leaders during meeting time</p> <p>Head of Student Services to brief Senior and Middle Leaders about the specific requirements needed to ensure access for educational experiences off-site</p> <p>To deliver whole school training to assist the induction of all students with specific needs</p> <p>Use of LA and other support services</p>



Section Three: Access to Information

Target:

- To identify any materials and events where access to information may need to be altered in order to ensure that disabled students and/or parents have full access to information

Strategy	Outcomes	Actions
To create alternative means of communicating with students, parents and the wider community as needs are identified	Information available for students, parents and the wider community in a variety of formats as appropriate	All staff aware of the needs of students and parents and are able to select appropriate forms of communication Appropriate media and presentation used for ICC communications