

IVYBRIDGE COMMUNITY COLLEGE

Special Education Needs and Disabilities Accessibility Plan

Governor responsible for SEND:	Charles Thornton
Principal:	Rachel Hutchinson
Director of SEND:	Abigail Newman
Contact details:	icc@ivybridge.devon.sch.uk
This policy will be reviewed annually by the College Governing Board: Last reviewed 2021	

Mission Statement

"Ivybridge Community College aims to provide an integrated, comprehensive curriculum in an environment where the whole learning experience is one of opportunity, endeavour, achievement and excellence."

Rationale

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Vision and Values

Ivybridge Community College works beyond the expected, providing an exemplary wide and rich set of opportunities for all learners to develop their talents, interest and future self, including those with disabilities. We champion each and every learner ensuring equal access to high-quality education. Everyone is expected to advance through the equality of opportunity, celebrating an inclusive environment that supports all young people and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We monitor progress of all students, and the continuous assessment implemented by staff ensures that progress is maximised. Ivybridge Community College will do its best to ensure that the necessary provision is made for any student who has a disability.

The Staff and Governors of Ivybridge Community College will also work to ensure that all students with disabilities reach their full potential, are fully included within the College community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole College approaches towards the learning, progress and achievement of students with disabilities. With this as an underlying principle, we at Ivybridge Community College aim to:

- Improve the achievement of all students
- Improve the quality of Teaching and Learning (including behaviour and safety of students)
- Improve the quality of leadership and management

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Accessibility Strategy

A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)

Accessibility is addressed under the following headings:

- Access to buildings and classrooms
- Curriculum access
- Information for students and parents

Monitoring and Review

This policy and the accompanying plans will be reviewed every two years.

Other Relevant Policies

This Accessibility Plan links with other policies to inform the whole College's approach to improving accessibility.

These policies include:

- Health and Safety Policy
- Data Protection Policy
- Freedom of Information Publication Scheme
- Complaints Policy
- Supporting pupils with medical conditions
- SEND Policy

Accessibility Plan 2020-2021 - Ivybridge Community College

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

Below sets out how the College will achieve these aims:

- Increase access to the curriculum for students with a disability
- Sharing of current Good Practice through department meeting and whole staff briefings
- Regular communication between SENDCo, Assistant SENDCo and Teaching Assistants to share information
- Highly skilled team of Teaching Assistants including a core group who is medically trained.
- Regular training for medically trained Teaching Assistants for moving and handling
- My Plans to inform staff of student disability

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- Medical Care Plans to inform staff of student disability
- Visual timetables
- Excellent communication between external agencies, e.g. Educational Psychologists, Hearing Impaired Services and Communication and Interaction Team
- Excellent provision of resources:-
 - Dragon Naturally Speaking
 - Coloured overlays for students
 - Exercise books with coloured paper
 - A4 planners for visually impaired
 - Low level reading books
 - Dyslexic friendly reading books
 - Claro reader
 - C Pens
 - Immersive reader
- Access arrangements:-
 - Readers
 - Scribes
 - Enlarged papers
 - Modified papers
 - Extra time
 - Laptops
 - Small room provision
- SENDCo has specialist dyslexia qualification
- NGRT in Year 7 to identify early difficulties
- Safe haven at lunchtime provided
- Homework Club at lunchtime
- External qualified Access Arrangements Coordinator

Improve and maintain access to the physical environment

Current Good Practice:

- Lifts installed to gain access to all areas of the College except where timetable changes are put in place to support this
- Individual evacuation plans for students whose movement is compromised by their disability (PEEPS)
- The medical conditions of students affecting Health and Safety and site accessibility are known by all relevant staff
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff
- Accessible toilets and wet room

Improve the delivery of written information to students

Current Good Practice:

- My Plans to inform staff of students needs
- Use of exercise books with coloured paper across the curriculum
- A4 planners available for visually impaired students
- Textbooks with larger lines for visually impaired

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- Tactile graph paper available
- Information regarding Home Learning communicated effectively to students and parents through Class Charts
- Differentiation
- RNIB
- RNID
- Improved accessibility to lesson
- Reduced reliance on Teaching Assistant

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