



**Shaw
Education
Trust**

Accessibility Plan

Date agreed: September 2024

Chair of Committee: Peter Cade

Next review date: September 2027 (or as and when required)

Introduction

The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Ivy House School is proud to be a part of the Shaw Education Trust and is a special school for pupils aged 2-19 years who experience severe, profound multiple and complex learning difficulties. All pupils have an Education, Health and Care Plan through the Local Authority and this is reviewed annually. Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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.

At Ivy House School we believe that it is imperative that everyone within our community is:

“Working together to Inspire, Nurture and Empower”

This vision captures the importance of the multidisciplinary approach from all stakeholders including families, education, social care and health professionals to ensure that we create an offer for our learners' that is aspirational (**Inspire**), offers holistic development, removing barriers to learning (**Nurture**) and enables students to

be as independent as possible so that they are well prepared for life after school, into adulthood and ensuring that no dream is out of reach (**Empower**).

Access to the Curriculum

We provide a highly adapted and individualised curriculum. We ensure all pupils can access learning activities that we offer and adaptations to equipment and activities are made to fulfil this aim. All staff have the necessary training to teach and support disabled pupils with a regular programme of Continuing Professional Development and learning (CPDL). In order for pupils to access the curriculum, lessons are highly adapted and take account of individual Special Educational Needs and Disabilities. Priority is placed on independent pupil participation and engagement as much as possible. Adults are clear about the learning objectives of the lesson for both whole class and individuals.

Good communication is supported by a range of communication strategies such as Makaton, symbols, Yes/No bands, Objects of reference, TOBIs and low and high tech communication aids (Alternative and Augmentative Communication devices), with support from the external Speech and Language Therapist. All pupils have access to appropriate computer technology.

The school nursing team and visiting physiotherapists and occupational therapists, work alongside staff and parents to ensure that we meet the physical needs of our pupils. We use adapted curriculum materials and a variety of sensory approaches for children's sensory impairments. The Specialist Teacher Advisory Service for hearing and visual impairment visit regularly to help us ensure pupils can access learning materials and experiences.

The school will continue to seek and follow the advice of local services, such as specialist teachers and advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable pupils to reach their full potential.

Access to the School Environment

The building was purpose built in 2009 with good facilities for a variety of needs. The school is fully accessible for all students, staff and visitors. The school has a fully accessible hydrotherapy pool, specialist therapy room, and sensory rooms. The outdoor environment is also fully accessible with all classrooms having a designated outdoor learning space.

The majority of outdoor learning spaces have canopies to enable access to all weather outdoor learning. All classes have access to astro-turf grass areas in the playground.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises; such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

All information issued by the school aims to be user friendly. Objects of reference, talking switches, Makaton signing and symbols (Communication in Print) are used throughout the school to support the pupils' communication, reading and understanding. Signing and Communication workshops have been offered to parents.

We encourage parents and professionals to take up the offer of having communications sent to them electronically.

The website takes into account accessibility in its design format, the format of fonts and colours and its accessibility on multiple device screen sizes. Visitors to the website also have access to free translation of documents and information in a variety of languages. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. This may include drawing on the New Communities Team for translation services.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health, Safety & Wellbeing policy
- Single Equality policy
- SEND information report and policy
- Administration of Medicines in School policy
- Remote Learning Policy

School Access Planning

| Aim | Actions taken | Person responsible | Success criteria |
|---|--|--------------------|---|
| Develop distraction free environments to support the use of personalised communication methods such as eye-gaze technology. | Develop the use of the classroom space to create quieter work areas. | KM | Classrooms will be used effectively to deliver a range of communication sessions that meet the individual needs of the pupils in a distraction free environment. |
| To develop 4 bathroom areas adding additional hoisting changing spaces. | 4 additional hoisted changing areas will be added into the larger toilet areas between classes | GT/KM | 4 shared bathroom areas will have unused toilets removed and a new hoisted changing area add in their place to provide more access for students personal care requirements. |
| To ensure that the newly redesigned sensory rooms and outdoor areas are full accessible for all students. | Staff to report concerns or issues related to accessibility so they can be address swiftly. | GT/KM | Sensory rooms and outdoor areas are setup to meet the needs of the students in school and provides them with exciting and fun opportunities to play safely and engage at a range of levels. |
| To ensure the newly developed Ivy House Express Train Carriage is fully accessible to all students. | Ensure ramp access, gates and suitable space is available for all students to access the train carriage. | GT/KM | Students will be able to access all areas of the train carriage and platform to enjoy reading in the newly formed Ivy House Express. |