Interaction & Communication

Academy Trust

Disability Access Policy and Accessibility Plan

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Review Cycle	3 Years
Review Date	July 2024

Our Philosophy

ICAT Trust has a duty to promote disability equality for disabled pupils, staff, parents and visitors. All pupils in the ICAT schools are disabled and there are many different multiple impairments included in this group.

Our Principles

We promote equality of opportunity for all pupils and students.

We make every possible effort to make changes to the school environment in order to meet the needs of all disabled people and pupils who attend or visit the school, taking into account the diversity and complexity of their needs.

We eliminate discrimination.

We promote a positive culture within the school and in the immediate community.

We ensure equality of access for all pupils, staff, parents, students and volunteers.

We encourage participation in public life.

Our Practice

To ensure that the curriculum meets the needs of all learners and is accessible to all learners and personalised to individual pupils when necessary.

To continuously review and develop the physical environment to enable all pupils to take better advantage of education, benefits, facilities and services provided.

To ensure access to communication for all learners – by continuing to uphold a 'Total Communication Environment'.

To ensure access to information for all learners, parents, Governors and other users of the school – whatever their disability

To eliminate intentional or non-intentional discrimination by awareness raising and staff training, and by reviewing and adjusting policies regularly (particularly regarding teaching and learning, and to recruitment and retention of staff)

To positively promote attitudes by modelling respectful attitudes for pupils and other users of the school, and by using positive images of disability in our teaching

To encourage participation in public life by celebrating the 'voice' of all pupils, no matter what their disability

To encourage representation by people with disabilities

To meet the diverse needs of all learners, by providing opportunities for them to participate in activities which best suit their needs, (for example some pupils may need to eat their lunches in a quiet room rather than the dining room)

Our Performance

Monitoring the curriculum in relation to the needs of all learners, both by pupil achievement and by teacher evaluation

Monitoring of the use of the school environment by pupils, staff and visitors

Feedback from Stakeholders

Feedback for other ICAT Academies

Information from PFI meetings with Pinnacle

Reporting to Governors and the Trust and receiving support and challenge

Records and evaluations of Continuing Professional Development of staff

By asking the pupils

Accessibility Plan – Identifying barriers to access.

	Completed	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)				
Preparation for entry into school. (Admissions Policy- within the resources of the School, School Brochure and student information pack)				
Grouping of pupils (by year group with IE/BP's and differentiated lesson plans in place plus individual support e.g., reading as relevant)				
Homework policy and practice (in place by developmental ability and ref school brochure)				
School discipline and sanctions (reference Behaviour Policy)				
Exclusion procedures (reference Exclusions Policy.)				
School clubs and activities (full access as relevant also reference e.g., Off Site Visits Policy)				
School trips (full access with curriculum access statements and risk assessment in place)				
The school's arrangements for working with other agencies (Open School Policy, Annual and 14 plus reviews, Attendance and Behaviour Management policies etc)				

	Completed	In Progress	Under discussion	Not yet addressed
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (Training is needs led and represented in school development plan. Risk Assessments also guide training)				
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? (Individual developmental progression identified in lesson plan e.g., Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria)				
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)				
Are there high expectations of all pupils? (All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g., Work Related Learning and Whole Curriculum policy)				
Do staff seek to remove all barriers to learning and participation? (reference Equal Opportunities Policy)				
Access to the curriculum. (As above with differentiation if necessary, reference curriculum access statements)				
School policies, e.g., anti-bullying, SEN policies, health and safety. (All in place with annual review)				
Interaction with peers. (Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio)				

	Completed	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils? (Resource's component in scheme of work and lesson plan)				
Access for PE 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 pupils? (Single storey building with e.g., disabled toilets and special features - issues - external of the school building and holdbacks on internal doors)				
Can pupils 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? (Issue-internal double doors) √				
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (signage established but parking needs upgrading reference also Travel Plan)				
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components? (a comprehensive system is in place, reference Health and Safety Policy)				
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? (Issue-Action point)				
Could any of the décor or signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (Any issues dealt with through Statement of SEN)				
Are areas to which pupils should have access well lit? (Automatic lighting)				
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (Low school numbers and small class sizes also individual needs met through IEP and Curriculum Access Statement)				

	Completed	In Progress	Under discussion	Not yet addressed
Is furniture and equipment selected, adjusted and located appropriately? (as a Special school all resources are provided and organised to reflect whole school need)				
Access to school facilities. (equality for opportunity approaches reference Equal Opportunity policy)				
Activities to support the curriculum, e.g., drama group visiting school. (extension activities as identified in pupil planning proformas and evidenced in pupil portfolios)				
School sports. (Limited 'in school' facilities. However out of school provision available and identified in school planning formats and evidenced as part of PE curriculum programme)				
How the school deals with emergency procedures. (Regular documented checks and practice e.g., fire drill; also, Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines etc.)				
Breaks and lunchtimes. (Whole school SEN policy with staff supported system including rotas)				
The serving of school meals. (Own kitchens with provision for special dietary requirements)				

	Completed	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve? (Differentiated Lesson Plans with linked IE/BP's)				
Are lessons responsive to pupil diversity? (as above)				
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (reference teaching and learning styles policy and teaching strategy component within planning proformas)				
Are all pupils encouraged to take part in music, drama and physical activities? (see curriculum rolling programmes re-broad and balanced curriculum entitlement)				
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities - for example, some forms of exercise in physical education? (Individual differentiated programmes)				
Do you provide access to computer technology appropriate for students with disabilities? (as identified in statement for SEN and represented in lesson planning formats)				
Teaching and learning. (reference Teaching and Learning policy)				
Classroom organisation. (Individually assessed and represented in lesson plan)				
Timetabling. (reference Equal Opportunities policy and Statutory guidance) √				
Assessment and exam arrangements. (Academic, vocational and occupational routes available)				
Preparation of pupils for the next phase of education. (Work related learning policy which identifies progression regardless of ability towards end outcomes also Transition reviews and Connexion's access)				

	Completed	In Progress	Under discussion	Not yet addressed
Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (Individual education plans would identify strategies and resources to meet need)				
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? (As above)				
Do you have the facilities such as ICT to produce written information in different formats? (specialist ICT facility with 'in class' and staff room hardware available)				
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? (professional development programme with support from ICT co-ordinator)				
School announcements. (Staff pigeonholes, notice boards as part of schools' information systems including morning-after school-staff and P D days)				
Access to information. (School Council and through schools planned Information systems as above)				