



International School of Creative Arts

# Accessibility Plan 2020-2021

March 2020

## Control Page

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## 1. INTRODUCTION

International School of Creative Arts (ISCA) is a diverse and inclusive community that focuses on the wellbeing and progress of every student and where members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best'.

ISCA will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school's SEND policy substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

## 2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

## 3. AIM OF PLAN

All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of university, working and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

## 4. OBJECTIVES

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or
- supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled
- students.

## 5. DEFINITIONS

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally

provided for others of the same age in mainstream schools. This will include students with medical needs.

## 6. THE ACCESSIBILITY PLAN

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

### TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM.

The school has set the following priorities for the increasing the extent to which disabled pupils can participate in the school curriculum:

To raise staff awareness on meeting the needs of disabled pupils including by;

- recognising and removing the barriers to learning caused specifically by Autism and literacy difficulties
- increasing awareness of technology and practices available for meeting the needs of disabled pupils
- promoting high expectation and full participation of all students
- To improve access to resources and the physical environment within classrooms
- To increase the range of activities available within lessons for all pupils in order to raise achievement and give all pupils the opportunity to experience success
- To give all pupils including disabled pupils equal access to facilities and extra-curricular activities.

Our Special Educational Needs and Disability Policy already has in place to support students. This includes:

- a differentiated curriculum for all students.
- Resources tailored to the needs of students who require support to access the curriculum.
- Curriculum progress tracked for all students, including those with a disability.
- Targets set effectively and are appropriate for students with additional needs.
- The curriculum reviewed to ensure it meets the needs of all students.

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED STUDENTS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.

The school environment already incorporates many features to ensure accessibility to students with disabilities.

This includes:

- Ramps
- Corridor width
- Accessible parking bays
- Accessibility toilets and changing facilities
- High visibility strips to mark stairs and hand rails

Improving the delivery of information to disabled pupils (and parents)

Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise. Information on the school website can be requested in written form by contacting the school reception.

We will:

- Provide written materials in alternative formats as requested.
- Provide school documents with the wording "If you require a large print copy of this document please contact the school."
- Provide School policies on tape as required.
- Produce better visual documents where required, for example, a visual timetable.
- Differentiate materials as required for an individual user

## 7. RESPONSIBILITIES

All staff are responsible for identifying and removing barriers to learning for disabled pupils.

## 8. ACTION PLAN

Current Position	Objectives	Planned Action	Completed by	Actioned by	Success Criteria
<b>Access to Curriculum</b>					
<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</li> <li>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</li> </ul> <p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>Ensure that we have succession planning in place for specialist learning support roles so that we will always have the expertise required within the team despite changes to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum continually adapted in response to changing needs as informed by the SENCO/SEND leads</li> <li>Plan and deliver bespoke training opportunities with outside agencies when the need arises</li> <li>Identify Continuous Professional Development needs through performance management</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>SENCO to oversee, monitored by Head of School</li> <li>SENCO to oversee, monitored by Head of School</li> <li>Head of School to advise and direct training needs for staff</li> </ul>	<ul style="list-style-type: none"> <li>Students making expected or better progress; learning Walks ensure this is embedded in lessons.</li> <li>Staff are confident at using suggested strategies; students benefit from an adapted delivery of curriculum appropriate to needs.</li> <li>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</li> </ul>
<b>Access to Wider Curriculum</b>					
We assess our student's needs when making a decision regarding extracurricular	<p><b>Short Term</b></p> <ul style="list-style-type: none"> <li>Ensure all students and vulnerable groups have</li> </ul>	<ul style="list-style-type: none"> <li>If school transport is offered for trips, ensure the vehicle has the</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Head of Operations</li> </ul>	<ul style="list-style-type: none"> <li>All students and vulnerable groups take part in</li> </ul>

Current Position	Objectives	Planned Action	Completed by	Actioned by	Success Criteria
activities and school trips, taking into account their health and/or disability.	access to extracurricular activities and school trips	relevant equipment to suit the student's needs, for example, wheelchair restraints, ramps or lifts.			extracurricular activities and school trips
<b>Improving the Physical Environment of the school</b>					
The environment is adapted to the needs of students as required. This includes: ✓ Ramps ✓ Corridor width ✓ Accessible parking bays ✓ Accessibility toilets and changing facilities ✓ High visibility strips to mark stairs and hand rails	<u>Short Term</u> <ul style="list-style-type: none"> <li>Students with specific needs have all the appropriate equipment and furniture.</li> <li>Personal emergency evacuation plans (PEEP) for identified vulnerable students.</li> <li>Timetables for identified students are checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building i.e. Wheelchair users not</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of specialised equipment and furniture to assist access to the school environment as needed</li> <li>Develop PEEPs for specific students. Staff informed of which students they are responsible for in an emergency situation. Peeps forms are stored with Fire Log and brought to the evacuation point.</li> <li>The Head of Art and Design is informed of all students with mobility issues and creates a suitable timetable to meet their need.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>SENCO to oversee, monitored by Head of School</li> <li>Welfare Officer to oversee, monitored by Head of School</li> <li>Head of Art and Design to oversee, monitored by Head of School</li> </ul>	<ul style="list-style-type: none"> <li>Students with specific needs have all the appropriate equipment and furniture.</li> <li>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</li> <li>All identified students are timetabled in appropriate classrooms to meet their needs</li> </ul>

Current Position	Objectives	Planned Action	Completed by	Actioned by	Success Criteria
	<p>timetabled in upper floor classrooms with no lift access.</p> <ul style="list-style-type: none"> <li>Identified students are always given rooms on the ground floor of the accommodation wings</li> </ul> <p><u>Long Term</u></p> <ul style="list-style-type: none"> <li>To ensure that all new and existing buildings and rooms allow independent access for all</li> </ul>	<ul style="list-style-type: none"> <li>The House Mother is informed of all students with mobility issues and allocated rooms to meet their need.</li> <li>New plans of our landlord (i.e. replacement of the two theatre blocks) to be closely monitored. Ensure total compliance with building and DDA regulations. Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</li> </ul>	<ul style="list-style-type: none"> <li>Annually</li> <li>To be discussed with landlord</li> </ul>	<ul style="list-style-type: none"> <li>House Mother to oversee, monitored by Head of School</li> <li>Site Manager, monitored by Head of Operations and Head of School together</li> </ul>	<ul style="list-style-type: none"> <li>All identified students are allocated appropriate boarding rooms to meet their needs</li> <li>All students are able to independently access all areas of school both internally and externally. Students are able to independently navigate the whole building unaided, with the exception of upper story rooms.</li> </ul>
<b>Improving the delivery of information</b>					
When required, our School provides:	<p><u>Short Term</u></p> <ul style="list-style-type: none"> <li>Ensure students with special needs know how to request improvements their access to the curriculum or adaptations to the physical environment</li> </ul>	<ul style="list-style-type: none"> <li>Update the Pre-enrolment Pack, the Student Handbook and the Student Induction process accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Sept. 2020</li> </ul>	<ul style="list-style-type: none"> <li>Registry to oversee, monitored by Head of School</li> </ul>	<ul style="list-style-type: none"> <li>Students with special needs can demonstrate they know how to request improvements their access to the curriculum or</li> </ul>

Current Position	Objectives	Planned Action	Completed by	Actioned by	Success Criteria
<ul style="list-style-type: none"> <li>✓ Differentiated materials as required for individual users.</li> <li>✓ Use of coloured overlays where necessary</li> <li>✓ 1:1 tutorials facilitated to better engage student and address SEN</li> <li>✓ Alternative means of recording such as dictaphones or laptops</li> <li>✓ Visuals to support written text</li> </ul>	<p><u>Medium Term</u></p> <ul style="list-style-type: none"> <li>• Ensure that all policies and key documents are available in large print versions.</li> </ul>	<ul style="list-style-type: none"> <li>• Add the wording "If you require a large print copy of this document please contact the School Office" to all policies and key documents.</li> <li>• Create large print copies of all policies and key documents.</li> </ul>	<ul style="list-style-type: none"> <li>• March 2021</li> <li>• 1 March 2021</li> </ul>	<ul style="list-style-type: none"> <li>• Registry to oversee, monitored by Head of School</li> <li>• Registry to oversee, monitored by Head of School</li> </ul>	<p>adaptations to the physical environment</p> <ul style="list-style-type: none"> <li>• All policies and key documents are available in large print versions.</li> </ul>