

## **IN-Tuition**

### **Accessibility Plan 2018-2021**

IN-tuition has been described as having a 'welcoming, safe and delightfully happy environment in which students thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We are thoughtful about how we can remove barriers to learning for all and are always grateful of parental suggestions. This is our first accessibility plan of which we hope to achieve by 2020.

#### **Purpose of Plan**

This plan shows how In-tuition intends, over time, to increase the accessibility of our school for disabled students, staff, parents/carers and visitors.

#### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day to-day activities. In this policy we also include those whose first spoken language is not English as additional resources may be required.

#### **Areas of planning responsibilities**

- Increasing access for disabled students to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled students (this will include planning to make written information that is normally provided by the school to its students available to disabled students. The information should take account of students disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

#### **Contextual Information**

In-tuition has been in its current location since 2016. Our homely school has a family welcoming feel and a working family kitchen. We have two class rooms on the ground floor a conservatory and two further A Disabled toilet is available on the ground floor and an additional student toilet on the first floor.

Our school office and meeting room is also on the first floor the staffroom, workroom and storerooms. Our building can be accessed from the front and has two small steps or along our drive at the side which has wheelchair access.

At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

### **Increasing access for disabled Students to the school curriculum.**

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	On-going and as required	Learning principle	Raised staff confidence in strategies for differentiation and increased pupil participation

Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	Principle for learning	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	Principle for learning	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	Director of business and services	All students in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports activities	As required	PE coordinator	All to have access to PE and be able to excel

### **Improving access to the physical environment of the school**

IN-TUITION School is a new development and will seek independent reports on how we can improve our environments accessibility. It is hoped that in the future we will be able to expand the school maybe to an additional or bigger site to improve the facilities.

Provision, in exceptional cases, will be negotiated when astudents specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the IEP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process and what reasonable adjustments may be needed</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>Principle for learning</p> <p>Principle for health and well being</p> <p>Principle for health and well being</p> <p>School principles</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Principles Governors	User friendly building plan
Target	Strategies	Time-scale	Responsibility	Success criteria
Improve signage and external access for visually impaired people	<p>Yellow strip mark step edges</p> <p>School signage visible from the road</p>	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each Sept</p>	<p>Principles</p> <p>Principle for learning</p>	All disabled pupils and staff working alongside are safe in the event of a fire

Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall  Liaise with health services on information with regard to the visual impaired and hearing impaired pupils	On-going and as required  Software may be required  as required	principles	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	Principles	All disabled staff, students and visitors able to have safe independent egress

### **Improving the delivery of written information to disabled students or those with ESOL**

This will include planning to make written information that is normally provided by the school to its students available in a different format if needed. Examples might include handouts, textbooks and information about school events transcribed or pictorial. The information should take account of Students disabilities and students and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
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Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English  School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction  On-going  Current	office  Office  Office/ Website design team	All parents receive information in a form that they can access    All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Learning principle	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	Learning principle	Staff more aware of pupils preferred method of communications
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2018	LA EAL coordinator and principle for learning	Confidence of parents to access their child's education
Provide information in other languages for Students or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required  Currently being provided for parent	Principle for learning	students and/or parents feel supported and included

Provide information in simple language, symbols, large print for prospective students or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	2019	Office	All can access information about the school
	Ensure Prospectus is available via the school website.	2018		