

THE IONA SCHOOL & NURSERY

ACCESSIBILITY PLAN AND POLICY 2018-2021

Prepared with reference to the Public Sector Equality Duty (PESD), section 149 and Section 6 of the Equality Act 2010, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995, The DfE publication the SEND code of practice 0-25 years January 2015

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use Public transport easily.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability 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 carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values

At the Iona School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' 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. The Iona School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected

characteristics;

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Emergency Evacuation plan (PEEP)

All less able people have a personal emergency evacuation plan, this will be reviewed on a monthly basis, by the lead fire marshal (Fiona Stuart) monitored over each fire drill.

The main priorities in the school and Nurseries plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school & Nursery draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO's has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

What we currently do

The following areas are all wheelchair accessible

By use of an adapted side entry door with low grab rails and slightly sloping, fixed ramp

Main School Block

- School Hall
- School Gym
- Staff toilets
- Children's toilets
- Classroom next to hall
- Woodwork room
- SEN room
- Craft room
- second toilet area
- Managers office

- corridors
- playground
- upstairs accessible toilet for walking frames

Kindergarten block

By use of portable wheelchair ramp (stored in foyer) for front door

By use of portable wheelchair ramp (stored in kindergarten) by back door

- All rooms in this block, including children's toilets and washing facilities
- After School room
- Parent toddler room
- Kindergarten pick up foyer
- Kindergarten play area

Main reception area and Nursery

By use of a portable wheelchair ramp stored in foyer (front door)

- Staff and visitor toilets
- Reception
- School shop
- Nursery both baby and older children rooms
- children's toilets

The School land

Via the main driveway

- All land has tarmacked pathways to allow for wheelchair use
- There are low beds so wheelchair users can be involved in garden activities
- The sand pit is near a pathway as is most other activity areas.
- Sensory garden areas with borage and scented herbs etc.

Disabled access to the school grounds

- The school is situated on a main bus route that has wheelchair spaces on all buses.
- The access from car parks is safe with no steps.
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Throughout the school

We use the correct furniture, chairs and other physiotherapist advised goods

Raising awareness within the school children

The Iona school is fortunate to have Rutland House School for parents renting classrooms from us. This charity specialises in helping children with conditions such as cerebral palsy that cause motor disorders or motor development delay. They also run specialist projects to help children with Down syndrome improve their communication skills.

Due to this, the school children are aware of diversity, they regular see and come into contact with the service users of Rutland House.

We also invite the staff of Rutland House to talk to our children about their work.

This policy should be read with the following policies;

- **Disability and Special Educational Needs Policy**
- **SEND Policy**
- **equality policy**

Action plan is below:

Issue date

This policy takes effect from the May 2014

Review date

This policy will be reviewed and revised by the school manager on an annual basis.

Endorsement

Full endorsement to this policy is given by:

Name: Mr Martin Taylor
Position: Iona School Trustee
Signed: 
Date: 08/08/18

Related polices

- Inclusion policy
- SEND policy
- Equality policy

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Accessibility Plan: July 2018-2021

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How	People	Resources		
1	Ensure any new building project includes accessibility features for disabled staff and pupils and fully complies with regulations	<i>Planning meeting Architecture and building compliance certificates</i>	<i>SLT Architect Project manager Building contractor</i>	<i>Agreed School budget Security systems Accessibility planning</i>	ongoing	<i>Trustees meetings reports from Project manager and independent quality surveyor</i>
2	Improve physical access to the school wherever possible. (We recognise that due to the age of parts of the building this may not be possible in all areas)	<i>Look at providing a chair lift to the main staircase above the gym by year 3 In order to allow access to the top floor</i>	<i>SMT College of Teachers Building contractor</i>	<i>School budget/fundraising Door widening if possible</i>	ongoing	<i>Trustees College of teachers SMT</i>
3	Improve access for pupils who may experience difficulty moving around the school.	<i>Ensure care plans are in place to support all pupils with mobility difficulties</i>	<i>SMT/ Senco Parents</i>	<i>Accessibility and Care Plan Planning time for SENCO</i>	On-going	<i>College of teachers Class teacher Senco</i>
4	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with DSEN.	<i>School to seek advice from experts.</i>	<i>SMT LA Services for Education Senco</i>	<i>Staff training costs Visiting speakers/trainers</i>	ongoing	<i>College of teacher Senco</i>

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		<p>Consider needs of specific pupils, both for school and off-site activities. Raise awareness of disability equality via</p> <ul style="list-style-type: none"> • Staff meetings. • Class teaching • Noting local area • Celebrating differences/diversity. 	<p>Disability Rights Commission All school staff</p>			<p>TAs. Other Support staff.</p>
6	<p>Ensure that all trips & residential visits are accessible for pupils with learning or physical disabilities.</p>	<p>Thorough planning. Advance visits. Risk assessments.</p>	<p>Class teacher SMT volunteers</p>	<p>Leaders planning time for risk assessments Pre-visits where possible</p>	<p>Reviewed July 2018 then On-going</p>	<p>Class teacher Trip leaders. Feedback from pupils</p>
7	<p>Ensure that after-school clubs and care provision facilities are accessible for all children.</p>	<p>Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.</p>	<p>Class teacher Leaders of after-school Clubs</p>	<p>New equipment as needed</p>	<p>Reviewed July 2018 then On-going</p>	<p>College of teachers Feedback from parents and pupils</p>
8	<p>Ensure the new curriculum is fully accessible to pupils with any type of difficulty or disability.</p>	<p>Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which</p>	<p>All Staff Class teachers</p>	<p>New curriculum costs Resources</p>	<p>Reviewed July 2018 then On-going</p>	<p>College of teachers Senco SMT</p>

*pupils can communicate
their ideas.*

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