

IPSWICH SCHOOL

SENIOR SCHOOL DISABILITY AND EQUALITY ACCESS PLAN

3-year period covered by the plan: 1 May 2017 – 30 April 2020

Plan agreed: 18 April 2017

Plan first reviewed: 3 May 2018

Date of second review: 1 May 2019

Date of third review:

Lead member of staff: Audrey Cura, Senior Deputy Head (Pastoral)

Under the Equality Act 2010, the School has a responsibility:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This Plan sets out the proposals of the Governing Body of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010:

1. increasing the extent to which disabled pupils can participate in the School curriculum;
2. improving the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and benefits, facilities or services provided or offered by the School.
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. In preparing this plan, the governing body have regard to the need to allocate adequate resources for the implementation of the plan. Attached is a set of action plans showing how the School will address the priorities identified in the Plan.

The School's Context

Ipswich School is an independent school for boys and girls age range 11-18. The School comprises several buildings of differing ages, covering a large site.

The School's Aims

At Ipswich School we encourage our pupils to become balanced, confident, considerate and fulfilled individuals within the community:

- To provide an environment where pupils feel safe and brave in all that they do.
- To present pupils with a wealth of opportunities, both inside and outside the classroom, and to help them to find their own passions.
- To monitor our provision: pastoral, curricular and co-curricular, learning from the best that we do, to ensure that the only limit on pupils' development is their own potential.
- To look for new ways to achieve the high standards that the School aspires to, working in a smarter way, by using a "less is more" approach, and managing the demands on our pupils and staff.
- To strengthen the links in the 'triangle' joining parents, pupils and school, to ensure that we communicate well and are all working together with a common purpose.
- To encourage our pupils to consider moral and spiritual values, to understand their place in the world and to develop a spirit of service within the community.
- To equip our pupils with the skills to be happy in their success at Ipswich School and beyond.

The School's Core Values

Care. For each individual. For the community. For each other. For others.

Potential. Within each individual, our pupils and our staff, to grow and excel in all that they do.

Passion. For our subjects and activities. For the transforming power of education to realise potential.

Communication. Clear, comprehensive and timely.

The priorities for the Accessibility Plan for our School were identified by a planning group consisting of:

- Headmaster
- Learning Support Coordinator
- Health and Safety Committee
- Other stakeholders, some with known disabilities.

I. PLANNING

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

Improving our systems and environment to accommodate the needs of disabled stakeholders (pupils, parents, staff and visitors)

Pupil data and School audit conducted by pupils, parent with legal expertise in Discrimination Law and other 'users' of the School.

Action points are listed in the next section. Comments are recorded on the School's Information Management System (iSAMS)

Views of those consulted during the development of the plan.

Also recorded on iSAMS and in Minutes of relevant meetings.

Details of special arrangements and reasonable adjustments made for current pupils are kept up-to-date on iSAMS.

2. MAIN PRIORITIES

(May 2015 Audit May 2016 Audit May 2017 Audit May 2018)

Systems/information

- Improving the initial information gathered at point of entry to the School, with regard to information on disabilities of not just the pupils but also their relatives. This information needs to be communicated and if necessary provision made/systems adapted accordingly. New wording has been agreed with Director of Admissions.
- Audit identified the desirability of an area on the School website that publicises the School's open/welcoming attitude towards disabled stakeholders. Policy uploaded onto website
- Accessibility policy now on website.

Environment

- Need identified for hand rails to be installed on both sides of stairwells (action soon)
- Make Matron's surgery accessible to wheelchair users. (access is through Art block)
- The lighting in some corridors needs to be improved helping those with sight impairments (rolling programme)
- General signage needs to be considered – size, format, location (action in medium term)
- Displays around the School should have larger type as a standard requirement (rolling programme)
- Swimming Pool accessibility (for action in the longer term)
- Surface around locker area (for action in the longer term, however not considered an area where all pupils need access)
- Transport (Consideration to be given during rolling programme of replacement)

- Review of access to Sherwood corridor (short term). Portable ramp has been acquired to enable wheelchair access
- Suitable supervised accommodation now available for any Senior School pupil temporarily in a wheelchair
- The H&S Officer and Matron will conduct a Personal Emergency Evacuation Plan for any Person with mobility issues.

Learning Support Resources and Considerations

- Raise teachers' awareness of pupil difficulties via training and ensure they are utilising the correct resources for individual impairments and disabilities (to be coordinated by Learning Support Department and Matron) ongoing
- Sports for those with disabilities – is there a good range of accessible activities/facilities? (Ongoing but many examples of alternative arrangements)

3. MAKING IT HAPPEN

- Management, coordination and implementation
- Full consultation with relevant staff and stakeholders
- Audit of current provision
- Regular review of plan at Health and Safety Meetings
- Timescales for implementation of recommendations identified - see Health and Safety Minutes.

Getting hold of the School's Accessibility Plan

- The School will ensure that all staff are given access to the Accessibility Plan (Staff Handbook and *Google* team drive)
- The Plan will be made available to stakeholders in different formats on request.