



IPSWICH SCHOOL

IPSWICH SCHOOL (SENIOR SCHOOL) DISABILITY AND EQUALITY ACCESS PLAN

3-year period covered by the plan: 1 June 2023 – 31 May 2026

Plan agreed: 9 June 2023 (approved by the Governors' Committee)

Plan first reviewed: 7 June 2024

Date of second review: 9 June 2025

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

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

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- 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 has 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 pupils aged 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.

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, a 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.

MAIN PRIORITIES

Systems/information

- Initial information gathered at the point of entry to the School, with regard to information on disabilities of not just the pupils but also their relatives. Forms have been adapted to reflect an open and welcoming environment.
- Accessibility policy now on the website.

Environment

- Lighting has been improved via a rolling programme of replacement throughout the school (fluorescent to LED).
- Red fire alarm lights to be installed in the swimming pool area for the hearing impaired (2024-25).
- Lift options at ISSC to be considered (probably external - 2024-25).
- Grab rails installed in key areas of senior school to assist pupils who struggle with steps.
- Matron's surgery is now accessible to wheelchair users (access is through Art block).
- General signage needs to be considered – size, format, location (rolling programme).
- Displays around the School should have larger type as a standard requirement (via training and information for teachers and support staff).
- 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 - 1 accessible minibus at the moment).
- Suitable supervised accommodation now available for any Senior School pupil temporarily in a wheelchair.
- The Compliance Officer and Matron will conduct a Personal Emergency Evacuation Plan for any Person with mobility issues.
- Evac Chairs have been installed.
- Fitness Suite needs to be adapted/redesigned to accommodate disabled stakeholders (2024-2026).

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 the Learning Support Department and Matron) ongoing. The School will seek appropriate specialist, professional advice for more individual conditions.
- Continue to work with parents and pupils to support children with special needs during school closure periods (relating for example to a pandemic), including the provision of health and safety guidance on the safe use of Display Screen Equipment (DSE) at home.
- Sports for those with disabilities – is there a good range of accessible activities/facilities? (Ongoing but many examples of alternative arrangements).

MAKING IT HAPPEN

- Management, coordination and implementation
- Full consultation with relevant staff and stakeholders
- Audit of current provision to be arranged 2024-25
- 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.