

International School of Creative Arts

Accessibility Plan 2024-2025

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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; 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 plays a 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 2015. 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 identify barriers to participation and find practical solutions to overcome 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 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.

A. To increase the extent to which disabled students can participate in the school’s curriculum

The school has set the following priorities to increase the extent to which disabled pupils can participate in the school curriculum.

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
- improving access to resources and the physical environment within classrooms
- increasing the range of activities available within lessons for all pupils in order to raise achievement and give all pupils the opportunity to experience success
- giving all pupils including disabled pupils equal access to facilities and extra-curricular activities.

Our Special Educational Needs and Disability Policy already has measures in place to support students, which 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.

B. 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 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

C. To improve 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
Access to Curriculum					
<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><u>Short Term</u></p> <ul style="list-style-type: none"> • All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs • Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students. <p><u>Medium Term</u></p> <ul style="list-style-type: none"> • 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. • Ensure effective sharing of special needs information between tutors and relevant members of staff and 	<ul style="list-style-type: none"> • Curriculum continually adapted in response to changing needs as informed by the SENDCO/SEND leads • Plan and deliver bespoke training opportunities with outside agencies when the need arises • Identify member of staff to support Head of School in SEN role • Train core staff to screen new students for SEN • More robust documenting of SEN provision by creating for each SEN pupil: 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Sept. 2024 • Sept. 2024 • Ongoing 	<ul style="list-style-type: none"> • DOS to oversee, monitored by Head of School • DOS to oversee, monitored by Head of School • Head of School • External professional • Head of School, School 	<ul style="list-style-type: none"> • Students making expected or better progress; learning Walks ensure this is embedded in lessons. • Staff are confident at using suggested strategies; students benefit from an adapted delivery of curriculum appropriate to needs. • SEN support person in place and trained to fulfil responsibilities • Pupils with potential SEN systematically identified early (i.e. within first term of being at ISCA) • Up-to-date documentation in place for all pupils on SEN register

Current Position	Objectives	Planned Action	Completed by	Actioned by	Success Criteria
	improve communication with parents	<ul style="list-style-type: none"> - A SEN Profile - A SEN Support Plan Review the support plan at least once a term.			
Access to Wider Curriculum					
We assess our student's needs when making a decision regarding extracurricular activities and school trips, taking into account their health and/or disability.	<u>Short Term</u> <ul style="list-style-type: none"> • Ensure all students and vulnerable groups have access to extracurricular activities and school trips 	<ul style="list-style-type: none"> • If school transport is offered for trips, ensure the vehicle has the relevant equipment to suit the student's needs, for example, wheelchair restraints, ramps or lifts. • For residential trips, ensure the overnight needs of students are met e.g. bespoke PEEPs for pupils with disabilities 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Head of Operations 	<ul style="list-style-type: none"> • All students and vulnerable groups take part in extracurricular activities and school trips
Improving the Physical Environment of the school					
The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> ✓ 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"> • Students with specific needs have all the appropriate equipment and furniture. • Personal emergency evacuation plans (PEEP) for identified vulnerable students. 	<ul style="list-style-type: none"> • Purchase of specialised equipment and furniture to assist access to the school environment as needed • Develop PEEPs for specific students. Staff informed of which students they are responsible for in an emergency situation. 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • DOS to oversee, monitored by Head of School • DOS to oversee, monitored by Head of School 	<ul style="list-style-type: none"> • Students with specific needs have all the appropriate equipment and furniture. • Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.

Current Position	Objectives	Planned Action	Completed by	Actioned by	Success Criteria
	<ul style="list-style-type: none"> • 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 timetabled in upper floor classrooms with no lift access. • Identified students are always given rooms on the ground floor of the accommodation wings <p><u>Long Term</u></p> <ul style="list-style-type: none"> • To ensure that all new and existing buildings and rooms allow independent access for all 	<p>Peeps forms are stored with Fire Log and brought to the evacuation point.</p> <ul style="list-style-type: none"> • The DOS is informed of all students with mobility issues and creates a suitable timetable to meet their need. • The House Mother is informed of all students with mobility issues and allocated rooms to meet their need. • New plans of our landlord (i.e. replacement of the two theatre blocks) to be closely monitored. Ensure total compliance 	<ul style="list-style-type: none"> • Annually • Annually • To be discussed with landlord 	<ul style="list-style-type: none"> • DOS to oversee, monitored by Head of School • House Mother to oversee, monitored by Operations Manager • Landlord, monitored by Head of School 	<ul style="list-style-type: none"> • All identified students are timetabled in appropriate classrooms to meet their needs • All identified students are allocated appropriate boarding rooms to meet their needs • All students are able to independently access all areas of school both internally and externally. Students are able to independently navigate the

Current Position	Objectives	Planned Action	Completed by	Actioned by	Success Criteria
		with building and DDA regulations. Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.			whole building unaided, with the exception of upper story rooms.
Improving the delivery of information					
<p>When required, our School provides:</p> <ul style="list-style-type: none"> ✓ Written materials in alternative formats as requested. ✓ School policies on tape as required. ✓ Differentiated materials as required for individual users. ✓ Use of coloured overlays where necessary ✓ 1:1 tutorials facilitated to better engage student and address SEN ✓ Alternative means of recording such as dictaphones or laptops ✓ Visuals to support written text 	<p><u>Short Term</u></p> <ul style="list-style-type: none"> • Ensure students with special needs know how to request improvements their access to the curriculum or adaptations to the physical environment <p><u>Medium Term</u></p> <ul style="list-style-type: none"> • Ensure that all policies and key documents are available in large print and/or audio versions. 	<ul style="list-style-type: none"> • Update the Student Handbook and the Student Induction process accordingly. • Create large print copies and/or audio versions of all policies and key documents 	<ul style="list-style-type: none"> • Sept. 2024 • Upon request 	<ul style="list-style-type: none"> • Head of School • Registry 	<ul style="list-style-type: none"> • Students with special needs can demonstrate they know how to request improvements their access to the curriculum or adaptations to the physical environment • All policies and key documents are available in large print and/or audio versions upon request.