



IPSWICH HIGH SCHOOL  
WOOLVERSTONE HALL  
SUFFOLK

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# Accessibility Plan

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## **IPSWICH HIGH SCHOOL**

### **ACCESSIBILITY PLAN- CURRICULUM/ACADEMIC**

#### **Introduction**

Disability is defined under the Equality Act of 2010 as a person has a disability if she/he 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”. This has some overlap with the definition of “special educational needs” in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his / her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Accordingly Ipswich High School has policies in place to ensure that:

- It does not treat disabled pupils less favourably;
- It takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the “reasonable adjustment” duty) in matters of admission and education.

Ipswich High School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. The ethos of the School is one of a friendly, collegiate community with a high level of emphasis on pastoral care.

Accordingly, the Accessibility Plan has at its heart the principle that all subject teachers have a collective responsibility to assimilate best practice in relation to teaching pupils with learning difficulties. The plan for the next three years and beyond is to provide systematic and incremental support and training to help them achieve this aim. In short, Ipswich High School is committed to improving the curriculum access for pupils with learning disabilities so that they can participate in the curriculum to their fullest potential.

Our Admissions Policy, our SEND Policy and inclusion policy are available on the school website and should be considered in conjunction with this Accessibility Plan.



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## **1. Context**

As at September 2017 there are no pupils on the school roll who require a wheelchair. However we are conscious of the need as a school to encourage applications from a wide variety of candidates (both pupils and teachers). The “reasonable adjustments” that exist or that are planned do so in this context.

Notwithstanding the lack of any current wheelchair pupils, there is reasonable provision for wheelchair access across the ground floor of the school estate, taking into account the relative age of the various school buildings. A whole school accessibility audit has been conducted which relates to grounds and facilities and is available in a separate document; building and facilities accessibility plan.

## **2. Action Plan**

The following areas will be considered by the School when considering its obligations under Schedule 10 of the Equality Act 2010;

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Ipswich High School's review and continuous monitoring of the above has informed the action plan in the attached Appendix which relates to Schedule 10 of the Equality Act 2010 and the following ISI Regulatory Standards on special educational needs and disability.



**Appendix 1: Detailed Plan – Increasing extent to which disabled pupils can participate in the school curriculum**

<b>Target</b>	<b>Strategy</b>	<b>Resources</b>	<b>1-3yrs</b>
Develop the quality of teaching through specific training on effective differentiation for pupils with learning difficulties.	Head of Learning Support/SENCO to lead on all aspects of SEND training and differentiation strategies both at departmental and in whole school sessions. Access to strategies to meet individual pupils needs available via the Learning Support Database for day-to-day use by teaching and relevant support staff.	Time for whole academic staff meetings and time in departmental meetings.  Head of Learning Support/SENCO	Rolling programme across school departments over a three year period.
Develop the quality of teaching through exploring the use of IT technology use in the classroom for pupils with learning activities.	Departments to integrate IT resources into their programme of teaching which will help pupils with specific learning needs to access subject material in lessons.	Access to tablets.  Cost of tablets.  Time for departments to identify and trial useful IT resources	Rolling programme of review to see how IT technology can be best used to support pupils with specific learning lessons-through IT whole school strategy meetings.
Provide effective assessment of pupils' needs when concerns raised by parents/pupils/ teachers	Head of Learning Support/SENCO will carry out specific assessments. Information recorded on Learning Support Database which is accessible to teachers to help support teaching.	Time and cost of assessments.  Cost of specific resources e.g. coloured paper, filters, testing materials etc.	Rolling programme of assessments of pupils over a three year period- focused specifically on new pupils joining the school and pupils who are



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			identified as a cause for concern.
Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils.	Maintain budgets and training of specialist staff	Training time and costs. Further staffing.	Rolling training review over a three year period.
Develop the quality of teaching through in-class support and partnership work between Learning Support and other departments.	Head of Learning Support/SENCO to spend time in lessons in partnership teaching with subject teachers for short periods of time to actively support new teaching skills and to promote best practice with pupils with specific learning needs.	Timetabled periods for Head of Learning Support.  Sessions with subject teachers in which to prepare and feedback to each other on the lessons.	Rolling programme across school departments over a three year period.
Ensure that the Admissions process allows all potential candidates to be fairly reviewed.	Ensure Head of Learning Support/SENCO is consulted regarding all potential pupils with a disability to assess any reasonable adjustment required.	Time for registrar to meet with Head of Learning Support/SENCO.  Head of Learning Support/SENCO	Rolling programme of review for transitional years over a three year period.

### Appendix 2: Detailed Plan – Facilities

Target (short/medium or long-term)	Action Required	Lead	Resources Required	Target Completion
Short	Ensure all staff are aware of statutory requirements under SEND and associated legislation.	SLT	None	Sept-2017
Short	Ensure all marketing and admissions policies and procedures continue to comply with best	Director of Marketing	None	Sept-2017



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	practice re: non-discrimination.			
Long	Evaluate accessibility across the whole school site to disabled pupils (parents and visitors)- identify current status and log proposed work- for <b>full details see our facilities accessibility plan.</b>	DFO	Time and cost of assessment	Ongoing

Written by: Deputy Head/SENCO

Updated: December 2017