



Accessibility plan

At iMedia School our values reflect our commitment to a school where there are high expectations of everyone. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognizing everyone's uniqueness and success. We recognize learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

iMedia School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and Cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The pupils at iMedia School may have a mild learning disability and may have statements of Special Educational Needs (SEN) which specify their individual needs and the educational provision that they require to reach the stated long term aims. The School will assess it suitability upon application to ensure that we can meet an individual's needs in line with their statement.

iMedia School is committed to complying with schedule 10 of the Equality Act 2010. To this end, we will have due regard to:

- Eliminate unlawful disability discrimination and harassment
- Promote equality of opportunity and positive attitudes towards disabled people
- Take account of people's disabilities which may mean treating them more favorably
- Encourage participation by disabled people in public life

This policy sets out how this will be achieved at iMedia School, ensuring that where possible and safe, our pupils will have the same opportunities as non-disabled pupils in other schools. We will promote a culture of inclusion and diversity and will monitor, review and revise systems according to pupil's individual needs.

iMedia School will regularly review and renew a rolling three year accessibility plan.
Ref: The Disability Discrimination Act 1995

Definition

Disability

'A physical or mental impairment which has substantial and long-term adverse effect on your ability to carry out normal day-to-day activities'

Over time, iMedia School aims to

Increase access to the curriculum for pupils

Improve the physical environment to increase access to education and associated services at the school

Improve the provision of information for pupils

With regard to staff

iMedia School will not unjustifiably discriminate against current employees or job applicants on the grounds of disability. We will make necessary adjustments to employment arrangements or premises if these substantially disadvantage a disabled person compared with a non-disabled person.

With regard to pupils

iMedia School will assess all pupils referred regarding their access to the school and its curriculum and will make necessary adjustments for the admission, inclusion and fair treatment. There will be no discrimination in relation to disabled pupils in relation to admission or any other aspect of school life. The school will cooperate fully with any interactions with SENDIST and act upon any orders made as appropriate.

With regard to the wider community

iMedia School will maximise accessibility of visitors to the work of the school and ensure that no one is treated less favourably on the grounds of disability.

iMedia School will ensure that information is accessible to all. For example: those with visual impairments will be provided with audio material or larger print text (where appropriate).

Students will not be discriminated against on grounds of disability, race, gender or sexual orientation.

Physical Description of the School

The school is located on one level allowing easy access to the building. Where necessary and possible, a modification will be made to the premises to accommodate those with physical disabilities via the front entrance. There is currently wheelchair access via the rear entrance and the patio doors.

Where staff have a disability, their job description is reviewed and modified as necessary to accommodate their individual needs. Where particular circumstances arise, risk assessments may be carried out on staff working directly with pupils, and control measures are put in place to reduce risks. These measures will be regularly reviewed.

Curriculum Accessibility

Students with a disability will work through the school functional skill and where applicable GCSE curriculum and where appropriate shall be supported by a member of staff at all times.

Regarding the students who need additional support in their reading and writing, a member of staff will be made available to support them in their studies.

This Accessibility Plan will be published on the school website.

This Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**

iMedia School

ACCESSIBILITY PLAN

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Success criteria of action	Responsibility	
							PFT	School
1	Purchase earphones for students	To improve the quality of resources available to OA students with audio visual difficulties.	Once the earphones have been purchased	Medium	£10 x15	Specific students will have greater access to the curriculum through use of earphones		
2	Wheelchair access to main school building	Enable wheelchair users to access through the school rear access (playground) independently	Ongoing quotes sought	Medium	quotes sought	Will enable easy and safe access to students with wheel chairs		
3	Disabled parking	Spaces to be provided	Immediate	Medium	None	Staff with disability can park inside school car park area,		
4	Disabled Toilet	Consider putting in one as part of future renovations	quotes sought	Low	quotes sought	Will enable easy and safe access to students with wheel chairs, or other disabilities		
5	Corridors	Keep corridors clear from obstructions.	Immediate	High	None	Easy and safe access		
6	Purchase coloured card – for use by students with dyslexia	To improve the curriculum accessibility of dyslexic students	Once the cards have been purchased	Medium		Specific students will have greater access to the curriculum through presentation device		

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ACCESSIBILITY PLAN

Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	To monitor quality of differentiation and provision for SEND pupils.	Spring Term 2025	High		Autumn 2025		
3	Classrooms are organized to promote the participation and independence of all pupils	Assistant Headteacher for Inclusion to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Summer Term 2025	High	Possible resource implications where gaps are identified	Autumn 2025		
4	Staff training in the production, implementation and review of Provision maps and IPMs and monitoring systems.	Assistant Headteacher for Inclusion to plan staff training to teaching staff.	Ongoing	High		Autumn 2024		
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Head teacher for Inclusion and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	CPD for AH and SpTA External specialist costs			