

# Accessibility Plan

## Full School including EYFS

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2025 - 2028



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **IBSTOCK PLACE SCHOOL**

## **Accessibility Plan 2025 - 2028**

### **Full School including EYFS**

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#### **Scope**

This policy applies to all pupils (age 4 (EYFS) - 18) and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

#### **Roles and Responsibilities**

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Bursar is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

#### **Policy Aim**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum, including special educational needs and disabilities (SEND)
- Improve the availability of accessible information to disabled pupils
- Improve the physical environment of the School to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

This accessibility plan has been drawn up in consultation with the Senior Management Team of the School and covers the period from 1 September 2025 to 31 August 2028.

We are committed to providing an environment which values and includes all pupils (aged 4 (EYFS) - 18), staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to creating a user friendly environment to the disabled and developing a culture of awareness, tolerance and inclusion.

## **1. Introduction**

Ibstock Place School is a selective academic school. Pupils follow a wide-ranging and vibrant curriculum that seeks to provide opportunity for all pupils to maximise their academic potential and to develop their talents in an educational environment in which their wellbeing is promoted.

The School is mindful of the definition of Special Educational Needs and Disability (SEND) within the SEN Code of Practice (2014) and the Equality Act (2010) and the requirement that schools need to examine all aspects of their provision of educational and associated services and to ensure that appropriate responses are made to meet the needs of those with disabilities, differences or special needs. In planning and designing our educational provision, Ibstock Place School is committed to ensuring that all pupils have equal access to learning and to the curriculum.

## **2. Participation in the Curriculum**

Special Educational Needs and Disabilities (SEND) refer to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to pupils of the same age. These difficulties include physical, emotional, behavioural and specific learning differences and can also refer to gifted and talented pupils as well as pupils for whom English may be an additional language. We recognise that every child is unique and are committed to making reasonable adjustments, where there is an identified Special Educational Need and/or disability, in order to remove barriers to learning and participation in school life. We value the diversity of our school community and appreciate the contribution that pupils with Special Educational Needs and/or disabilities can bring to school life.

Each pupil is important to us and no specific learning difference or disability will be a barrier of itself. Reasonable adjustment is made in the entrance procedures for pupils who have specific learning differences or disabilities. This may involve extra time, the use of a word processor or any other form of assistance that is relevant to the needs identified and recommended in the report/s from an appropriate specialist assessor. For further information, please see the Admissions Policy, Academic Mentoring Policy, and Access Arrangement Policy.

## **3. Accessible Information**

At Ibstock Place School no pupil will be treated less favourably than any other pupil for a reason that relates to his/her disability. The School will attempt to make reasonable adjustments in order to allow all pupils to maximise their learning opportunities. This may

include, where required, for example, information in braille, large print, or visual signals for those who may be visually and hearing impaired.

#### **4. Physical Access**

Ibstock Place School is committed to improving the physical access to the site for all users of the School facilities. We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the School.

#### **5. The School's Layout and Facilities**

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies two sites divided by a busy road but linked by our own pedestrian bridge.

The School buildings consist of:

##### *Main School Site*

- Main House (Senior School) completed in the early 1900s; three floors, no lift
- Main House Classroom (M3); lift for disabled people
- The Humanities Wing (Senior School) linked to New School; three floors, all accessible via the New School lift
- The Refectory, Sixth Form Study Centre, Innovation Centre and Computer classroom; lift to Sixth Form Study Centre, basement and main floor dining area, full facilities for disabled people
- Priestman House (Kindergarten and Prep 1); single storey
- Roberts House (elements of the Prep and Senior School) two floors, no lift
- Macleod House (Prep School) two floors, lift; full facilities for disabled
- A number of 'garden' small classrooms all at ground floor level with paved access
- Theatre with a ground floor, gallery, lighting catwalks and scenery loft; lift to first floor giving access to seats in row L.
- Music School; disabled access
- Art School (1980); two steps, no lift
- Wentworth Classroom (R4 and R4A); two steps, no lift

##### *New School*

The new Senior School includes 22 classrooms, of which six are laboratories, and a library. The new building has full access for disabled people which increases the accessibility for all pupils, staff and visitors to the School in the following areas:

- Increase the extent to which disabled pupils can participate in the School curriculum

- Improve the physical environment of the School to increase access to education by disabled pupils
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

### *Cooper's Campus*

- Art School (Art Department and a general classroom): single storey
- Music School: single storey with disabled access
- Cooper's Cottage (Classics): two storeys, no lift
- Pavilion: two floors, no lift to upper floor classroom
- Sports Hall: single storey with lift to Spectator Gallery; full facilities for disabled people
- DT: single storey

## **6. Theatre and Studio Theatre**

The construction of the Theatre and Studio Theatre was completed on the Main School site. This building has full access for disabled people and replaced the old drama studio on the north side of the campus. The new facilities are fully accessible for the disabled, and remove the need for the disabled to be escorted over the road to the Cooper's Campus site.

Revised vehicle access makes possible drop off at the Theatre entrance.

## **7. Action Plan**

Attached are three action plans relating to the above (Appendix 1). These will be reviewed as and when necessary. It is acknowledged there will be a need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- Equal Opportunities Policies
- Health and Safety Policy
- Special Educational Needs Policy
- Disability Policy

## **8. Welcoming and Preparing for Disabled Pupils**

Where it is practicable to make reasonable adjustments to enable prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

Where the School agrees to provide additional services, such as academic mentoring, charges may be made at a level that reasonably reflects the cost to the School of providing that service, unless such services are made as reasonable adjustments in accordance with the duty placed on schools by the Equality Act 2010 when such services may be provided as auxiliary aids and services.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any academic mentoring, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

## **9. Training**

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on role of the individual member of staff.

The School maintains written records of all staff training.

## **10. Record keeping**

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

## **Queries**

Queries on this policy should be directed to the Bursar,

## **Review and Verification**

This policy is monitored annually by the Senior Management Team and Health and Safety Committee.

## **Appendices**

Please see overleaf for Appendices 1, 2 and 3.

## Appendix 1

### Increasing the extent to which disabled pupils are able to participate in the School Curriculum

|                    | Targets   | Strategies  | Outcome  | Timeframe      | Goals Achieved  |
|--------------------|---|---|--|----------------|---|
| <b>Short Term</b>  | Increase the capacity of the Department of Academic Mentoring through additional recruitment of specialists | Recruitment of staff                                | More personnel in the Academic Mentoring Department                                | By July 2024   | <b>Completed:</b> additional staff and facilities have been implemented.  |
| <b>Short Term</b>  | Enable staff to increase their knowledge and understanding of needs of disabled/SEND pupils                 | Training of staff                                   | Staff confidence in providing appropriate teaching and support for disabled pupils | Ongoing        | Flexible approach to disabled pupils.<br><br>Success of disabled pupils in examinations.  |
| <b>Medium Term</b> | Centralisation of main curriculum activities such that they are more accessible to the disabled.            | Development of the school sympathetic to the target | Greater accessibility  | Ongoing        | Success of disabled pupils in examinations.   |
| <b>Long Term</b>   | Continue to plan and develop the site to make it  | Development of the school sympathetic to the target | Greater accessibility  | Up to 25 years | Full access of all areas of site to disabled children. The Estates Master Plan, which will replace legacy buildings at their end of |

|  |                                  |  |  |  |   |
|--|----------------------------------|--|--|--|---|
|  | fully accessible to the disabled |  |  |  | useful life, will comply with accessibility requirements for access, as well as creating adaptable space for ongoing support such as examinations, etc. |
|--|----------------------------------|--|--|--|---|

### Key points:

- Do teachers have the necessary training to teach and support disabled pupils?
- Are classrooms optimally organised for disabled pupils?
- Are lessons responsive to pupil diversity?
- Do lessons involve work to be done by individuals, pairs, groups, whole class?
- Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- Do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- Do you provide access to computer technology appropriate for pupils with disabilities?
- Are there high expectations of all pupils?
- Do staff seek to remove all barriers to learning and participation?



## Appendix 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 education and benefits, facilities or services provided or offered by the School

|             | Targets   | Strategies  | Outcome  | Timeframe   | Goals Achieved         |
|-------------|---|---|--|-------------|------------------------|
| Short Term  | Level access ramp for P16 science laboratory                                      | Construct level access ramp                         | Minimum of one accessible entrance                       | Winter 2025 | Improved access to P16 |
| Medium Term | Provide disabled access through external gates by installation of automatic gates | Installation of automatic gates at key entry points | Ease of access for disabled                              | 3-5 years   | Improve access         |
| Long Term   | Re-develop existing areas of the site   | Under consideration for strategic plan              | Increase accessibility of whole site for disabled pupils | 5-25 years  | Improved access        |

### Key points:

- Does the size and layout of areas, including all academic and social facilities; classrooms, Refectory, library and common rooms – allow access for all pupils?
- Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and lavatory facilities?
- Are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?
- Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

- Are non-visual guides used, to assist people to use buildings?
- Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- Are areas to which pupils should have access well lit?
- Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- Is furniture and equipment selected, adjusted and located appropriately?

## Appendix 3

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

|                    | Targets  | Strategies   | Outcome                                      | Timeframe   | Goals Achieved                                  |
|--------------------|--|--|--|-------------|---|
| <b>Medium Term</b> | Implementation of pupil devices in all senior school year groups | Phased introduction over 4 years   | All senior school pupils issued with laptops | Autumn 2025 | Improved access to digital resources for pupils |
| <b>Medium Term</b> | Refurbish and redesign of Library                                | Redesign Library to be more accessible by lowering the level of bookshelves. | Ease of access for disabled                  | 2 years     | Improve access                                  |

Key points:

- What resources allocated?

- Are all the shelves in the library accessible to all?
- Is there adequate lighting in all areas?
- Is information provided in large print, Braille, etc.?