



Isle of Wight  
Education Federation

The Governing Board for the  
Isle of Wight Education Federation

## Accessibility Plan

Author	Deborah Connor
Approved by	Full Governing Board
Approval date	21 <sup>st</sup> November 2019
Review frequency	Annually
Next review	October 2020

## Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she 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".

## Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability.

## Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the Federation's SEND policy. The school recognises its duty under the DDA (as amended by SENDA):
  - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled students less favourably
  - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - To publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice(2002)
- The federation recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

- The colleges provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to students' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of students.

## **Activity**

The Isle of Wight Education Federation have identified the following points for action, in order to achieve the key objective:

### **1. Delivery of the Curriculum**

Federation staff receive training in making the curriculum accessible to all students and are aware of its importance. There are high expectations of all students.

All staff are made aware of the needs of individual students and the school undertakes to adapt existing or purchase new equipment whenever possible in order to meet these needs.

The Colleges will continue to seek and follow advice of services, such as specialist teacher advisors and SEND inspectors/advisors, and of appropriate health professionals from the local NHS

In particular:

- Access to the curriculum in Technology and Physical Education will be considered and modified if necessary to meet the needs of individual students.
- The colleges will accept disability dogs as and when appropriate and staff have been trained through 'Ability Dogs for Young People'.

### **2. Physical Environment**

The colleges will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as accessible facilities and fittings.

In particular:

- The layout of classrooms will be designed to take account of the need for access by wheelchair users

### **3. Provision of Information**

The colleges will make themselves aware of local services, especially those provided through the Isle of Wight Council, for providing information in alternative formats when required or requested, for the benefit of both students and their parents.

#### **Linked Policies**

This plan will contribute to the review and revision of the following related school policies:

- SEND Policy
- Equal Opportunities Policy
- Curriculum Policies

## Site Specific Accessibility

Carisbrooke College  
Mountbatten Drive  
Newport  
Isle of Wight  
PO30 5QU

Carisbrooke College is a new build (2019) and as such:

- All classrooms on all three floors of the building are accessible to wheelchair users, or those with medical needs, via a lift.
- Specialist furniture is provided in practical areas.

Medina College  
Fairlee Road  
Newport  
Isle of Wight  
PO30 2DX

Medina College's buildings have been adapted to ensure we meet the needs of disabled students:

- All classrooms in the main building are accessible to wheelchair users, via a lift. The Geography building, Humanities and MFL mobile classrooms are accessed by wheelchair users via ramps. In the English and ICT block, specialist classrooms on the ground floor are fully accessible and the college makes sure that timetables are written to meet the needs of wheel chair user or those with medical needs when appropriate, so that all subjects are accessible.
- All public access rooms including the canteens, meeting rooms, and toilets are accessible for wheelchair using visitors to the college.
- Key coded Disabled toilets are available within the school
- Specialist furniture is provided in practical areas.

The Island VIth Form  
Upper St James Street  
Newport  
Isle of Wight  
PO30 ILJ

The Island VI Form's buildings have been adapted to ensure we meet the needs of disabled students:

- Disabled parking and access to the school is provided through the main student side entrance to the building
- All classrooms are accessible to wheelchair users on the ground floor, with a flat plate lift provided to accommodate the change in level on the ground floor of the main building. The college makes sure that timetables are written to meet the needs of wheel chair user or those with medical needs when appropriate. The college has specialist classrooms on the ground floor for wheel chair user so they can access all subjects. The Lower Common Room and Main Hall (canteen) are also accessible on the ground floor
- A lift enables access to the Upper Common Room and specialist teaching areas on the upper floor
- All public access rooms including the main hall, reception, and toilets are accessed from the ground floor.
- Disabled toilets are available within the college
- Specialist furniture is provided in practical areas, where required

The plan is also available in the following formats, on request:

- E-mail
- Enlarged print version
- Other formats by arrangement