

Accessibility Plan

Little Ilford School



Reviewed by:

JPU

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Next review due by:

June 2027

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1. Vision and values

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. **We aim to make the school a safe and caring place in which all students receive an education that nurtures and helps them to become confident, aspiring individuals and successful, independent learners. We are committed to providing an environment which values and includes all students, staff, parents/carers and visitors, regardless of their educational, physical, sensory, social, emotional or cultural needs. We have worked hard to ensure all students have access to the curriculum, the site and to relevant information. We also endeavour to promote positive attitudes about disability by developing a culture of awareness, tolerance and inclusion and by challenging discrimination. We expect all members of our community to support our key values and therefore ask students to: be kind, work hard and challenge yourself and uphold the school values of courage, commitment and compassion.**

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The plan will be made available online on the school website, and paper copies are available upon request.

Definition of disability according to the Equality Act 2010

A person with a disability is someone who has a physical or mental impairment that has a ‘substantial’ and ‘long term’ adverse effect on their ability to carry out normal daily activities.

Accessibility Plan Objectives

To comply with legislation, over a prescribed period of 3 years [2025-8] the purpose of the accessibility plan is to:

- **Objective 1] Increase the extent to which students with a disability can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school e.g. participation in after school clubs, activities and visits; it also covers the provision of specialist aids and equipment which may assist students with disability in accessing the curriculum.**
- **Objective 2] Improve the physical environment of the school, increasing the extent to which students with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school.**
- **Objective 3] Improve the delivery of information to students with a disability which is as readily accessible to those without a disability.**

By achieving these objectives, the school is promoting equality of opportunity, positive attitudes towards those with disability and eliminating discrimination.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Please go to www.newham.gov.uk for further information relating to the Borough policy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Senior Leadership Team (SLT), the SENDCO and School Business Manager and the site supervisors. We are seeking to engage further with students and their parents/carers

3. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and subsequently the Equalities Act 2010 identified that schools and Governing Bodies have three key duties towards students with a disability:

- Not to treat students with a disability less favourably for a reason related to their disability
- To make reasonable adjustments for students with a disability, so that they are not at a substantial disadvantage
- To plan to increase access to education for students with a disability.

This plan sets out the proposals of the Governing Body of the school to increase access to education for students with a disability in the three areas required by the planning duties in the Equalities Act:

- Increasing the extent to which students with a disability can participate in the school curriculum
- Improving the environment of the school to increase the extent to which students with a disability can take advantage of education and associated services
- Improving the delivery to students with a disability of information, which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

The school has due regard to Ofsted's new framework inspection (2025) which measures the changes and puts greater focus on how well schools identify and support students who face barriers to learning and/or their wellbeing.

Vision and values

Little Ilford School has high ambition and expectations for its students with disabilities and access requirements. The school expects students to participate and achieve in every aspect of school life.

We aim to provide a safe and friendly school community where our students are encouraged to become curious, courageous and resilient learners.

We inspire our students to discover, develop and celebrate their unique talents and abilities. 'We believe that every child can succeed. We challenge and support our students to be resilient and to overcome obstacles, equipping them with the attitudes and skills that will enable them to achieve their personal best and prepare them for adulthood, and the future developing world.

At Little Ilford School, we take pride in our diverse and inclusive community. We create a stimulating learning environment, where positive relationships are at the heart of everything we do.

Little Ilford staff will empower students to be hardworking, independent, ambitious and kind.

Little Ilford staff will nurture confidence, passion and curiosity to enable students to strive for excellence throughout their learning journeys and their lives. Students will be proud of their achievements and understand that their actions have an impact. They will leave Little Ilford School equipped with the skills and knowledge they need for the world beyond and will be responsible citizens, who seek to be a force for good.

The expectation is that students will be:

- Determined
- Responsible
- Inclusive
- Valued
- Engaged
- Nurturing

Students and staff will embrace the school values of compassion, courage and commitment.

Our students are provided with a high quality learning environment so that each child achieves all that he or she can. We want all our students to feel confident and have a positive view of themselves and want students with additional needs to be able to access all elements of school life, including school clubs, activities and excursions. We recognise that we may have to do things a little differently to make this happen. In the pursuit of creating a just and inclusive society, the UK passed the Equality Act in 2010, landmark legislation aimed at promoting equality, diversity, and inclusivity across various aspects of life.

The act looks at nine 'protected characteristics'. This refers to a range of individual demographic, social, and health- based traits which may cause a person to require adjustments to access activities within the school or college community. It is important to note that this applies to staff as well as students, as it may be that a colleague requires accommodations to work effectively. Students and staff with these attributes also have legal protection, and schools and colleges have a duty to safeguard against discrimination.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students with a disability and eliminating discrimination. Through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families. The school aims to identify and remove barriers to students with a disability in every area of school life and make all children feel welcome irrespective of ethnicity, cultural background, gender, or health differences.

The school provides 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 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

Main priorities:

Increasing the extent to which students with a disability can participate in the school curriculum

- Ensure that teachers and teaching assistants have necessary training to teach and support students with a disability
- Ensure the classrooms are optimally organised for students with a disability
- Ensure all lessons provide opportunities for all students to achieve
- Check that all lessons are responsive to student inclusion and diversity
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all students are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the extra effort expended by some students with a disability i.e. lip reading for a deaf child, physical exercise for some disabled students.
- Ensure that all students can access computer technology
- Check that school visits are open to all
- Promote high expectations of all students

- Seek to remove all barriers to learning and participation

Improving the physical environment of the school to increase the extent to which students with a disability can take advantage of education and the associated services:

- Check the layout of areas allow access for all students
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

Improving the delivery to students with a disability of information that is provided in writing for students who are not disabled:

- Provide information in simple language, symbols or large print for students who have difficulty with standard forms of print
- Ensure information is presented in user-friendly ways to students with a disability when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support students with a disability
- Check preferences expressed by the students or their parents

Implementation and action plans In order to ensure that action is taken to meet the

Accessibility plan priorities

Little Ilford School will draw up an action plan to make things happen, which outlines how the requirements will be met.

Reviewing and revising

This scheme will be reviewed and revised every three years:

Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- Substantial
- Long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long term.

The definition can include a wide range of needs such as:

- Dyslexia (SpLD)
- Autism (ASD)
- Speech, language and communication needs (SLCN)
- Social, Emotional and Mental health needs (SEMH)
- Attention Deficit Hyperactivity Disorder (ADHD)

Activities such as:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability can be collected in the following ways:

- Students – from SEND register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Improving access to students with dyslexia

Reasonable adjustments in education

Dyslexia can have a substantial and long term adverse effect on normal day to day activities, and is therefore a recognised disability under the Equality Act 2010.

The Act states that schools and higher education institutions have a duty to make 'reasonable adjustments' for disabled students (which can include students with learning difficulties, such as dyslexia). As a school, we will ensure that students with additional needs can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides.

The Equality Act 2010 states, “every effort should be made to make school journeys accessible to all who wish to participate, irrespective of disability. Teachers should plan for inclusion from the outset, and should make appropriate ‘reasonable adjustments to enable the participation of disabled students.”

The school will ensure that our arrangements are clear and unambiguous about the need to actively support students with medical conditions to participate in school trips and visits, or in sporting activities, and to not prevent them from doing so.

We will ensure that there is enough flexibility for all students to participate according to their own abilities and with any reasonable adjustments.”

Where necessary, we will carry out a risk assessment with the student, his/her parents and relevant healthcare professionals.

We will plan the trip taking account of the steps needed to include the student

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under</i>	Objectives	Actions to be taken	Person responsible
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Data recording strategies have been amended for Bridge and ASD Resourced Provision students to ensure progress can be measured effectively	CPD to address differentiated curriculum Teachers and Teaching Assistants G4S data to be scrutinised after each teacher assessment cycle Targets to be meaningful and time limited Schemes of learning regularly reviewed This is being evaluated through new whole school systems such as	SEN department to undertake training to be able to support SEN students in the mainstream Amended literacy provision in Study Plus Student profiles to be regularly updated and issued to teachers Meetings to be set up with Pastoral Achievement Leaders to identify students who are not making satisfactory progress Targets to be reviewed termly	SLT in charge of curriculum SENDCO & Bridge Lead teacher

	Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.	Progress Inquiry Conversations (PICs) Study plus groups have been refined to ensure learning is appropriate and bespoke A suite of ASDAN courses to be made available to students in Year 9 (options)	Schemes of learning to be scrutinised to identify opportunities for differentiated Students with disabilities	
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Ramps • lifts (Maintained through SLA) • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Fencing and gates • Evacuation chairs • Improved fire routes and fire safety • Mini buses • CCTV camera provision has been	Ramps: 1 Ramp at back of sports block. Lifts: 2 Lifts A block + 1 Lift C block with opening at 900mm wide. Students only use accompanied by staff. lifts are key operated. Corridor width is 1.2m Wide throughout all buildings – A, B, C and sports blocks. Disabled parking bays: 4 Disabled toilets: 15 disabled toilets throughout main and sports buildings – 2 within Bridge/B block, 4 within C block. Library shelves; 20 shelving units which have shelves at the following heights, 100mm, 400mm, 700mm, 900mm Library counter is 720mm in height	Disabled parking bays are used by non-disabled staff, all cars used by staff registered and system in place to free up disabled parking bay if needed. This policy to be reviewed. Contractor assessment to be booked by October 2026. Remodel library furniture layout based on report findings to guarantee a minimum 1.2m turning circle for wheelchairs between shelves.	Site supervisors and School Business Manager

	extended.	Library workstation height is 740mm in height. Two gates have been replaced to improve accessibility and fire safety- they are both wider, both have a Fire alarm interface which is checked weekly. New, improved fencing which is higher to ensure safety for ASD students. Also the line of the fencing has been extended. Evacuation chairs have been purchased and installed at all disabled refuge points – Including C block and Pavilion extension Improved pedestrian road safety barrier on Church Road to ensure safety of all students when leaving the school site - Road safety barriers on Church and Browning roads. Fire evacuations from room 043 and 044 have been improved as a result of designated fire route keep clear signage (for vehicles) All final fire exit doors have had turnbuckle replaced with key locking systems to ensure fire evacuation safety		
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		Two school minibuses with disability access - Lease agreement in place, regular safety Inspections and mechanical checks carried out by manufacturer. School Minibus policy in place - Reviewed annually.		
Improve the delivery of information to students with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i>	PEEPs are used to inform students/staff of fire evacuation practice. Each student with a disability has an assigned Teaching Assistant All students in the ARP have an assigned teaching assistant Large print resources used for students with visual impairment in the classroom Pictorial representations used for students who cannot read/need support	PEEPs to be reviewed if there is a change of teacher or timetable Large print resources to be used for PEEPs Pictorial displays for fire evacuation to be used in the specific SEND area	SENDCO ASD Co-ordinator and teacher of complex needs

		Whole school tannoy system installed to ensure varied methods of communication		
Improve access to the curriculum for students with dyslexia	<i>Students receive coloured overlays, handouts</i> <i>Use of visual timetables</i> <i>Students have access to alternative methods of recording such as Ipads</i>	Offer alternatives to writing as a key method of recording Provide handouts that contain the key learning points rather than asking students to copy text from the whiteboard or take notes Repeat instructions/information and check for understanding of tasks Use visual timetables with colour coding and symbols Alter format options onscreen or on an interactive whiteboard Encourage peer support to record homework tasks in the planner Provide access to assistive technology such as a computer for students who find it difficult to read large amounts of text or to write quickly enough in class Use multi-sensory ways of teaching Allow time to respond as many dyslexic students are slower to process information Break information and instructions into smaller 'chunks'	Widen the scope of the screening process Extend access arrangements to accommodate in-year/mid-phase admissions	SENDCO/ Class Teachers

Improve access to the wider curriculum offer in terms of school journeys	The school conducts risk assessments to ensure that all students are included	1. Ensure all external trips, residential visits, and sporting events are fully accessible to students with physical, medical, or sensory disabilities . 2. Prevent financial or logistical barriers from excluding disabled students from extracurricular excursions.	• Embed an "Accessibility Check" into the initial Evolve/trip planning workflow . • Consult directly with the student, parents, and healthcare professionals during the risk-assessment phase . • Audit transport providers (e.g., coach companies) to ensure wheelchair-accessible vehicles are secured in advance . • Train trip leaders on administering medical or physical care required during off-site visits.	Trip Leaders / Educational Visits Coordinator (EVC) & SENDCO
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5. Monitoring arrangements

This document will be reviewed every year.

It will be approved by the Governing body.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

7. Roles of Key Personnel

Governors

The Governing Body reviews the accessibility plan, and if necessary, revises it, taking into account any developments which may impact upon the requirements of the plan and the school's ability to deliver the objectives.

The Senior Leadership Team

The Headteacher and other members of the Senior Leadership Team (SLT) ensure that all policies, practices, protocols and provisions have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what are termed, 'protected characteristics.' The Headteacher will ensure that the school makes reasonable adjustments of all policies and procedures where necessary. Examples of appropriate adjustments include: differentiated behaviour management, staff training for identified staff to meet specific needs, provision of multi-agency support and provision of a more suitable environment for specified periods of time for some students eg. access to a quiet room whenever possible.

The Governing Body, Headteacher, Senior Leaders and SENDCO are responsible for ensuring the implementation of all policies and for the development of a strong ethos of inclusion across all aspects of school life.

All Staff

It is the duty of all staff and everyone working in the school to implement all policies, promote equality, challenge discrimination and continue to develop inclusive practices.

All members of staff are made aware of this document [via shared area] and staff training needs are considered annually through the Appraisal and school improvement planning process.

Complaints

Parents/carers and staff have access to the school's Complaints Procedures via the school website or the Headteacher's PA. Students with concerns or complaints are encouraged to Pastoral Achievement Leaders (PALs) or any member of the year team, the safeguarding team and/or Leadership Team.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken
Number of storeys	4 storey building – A block 2 Storey building – C block - Sub level with car park and Gym access. Single storey building – B block/Bridge	N/A

	Single storey building – D block/Sports Single storey building (with steps) – E block/Evolve	Commission a formal feasibility study by October 2026 to assess the installation of permanent ramps or automated doors. Review timetable allocations to ensure no core classes for students with physical disabilities are scheduled in E-Block until access is resolved.
Corridor access	2.2m wide corridors throughout buildings	The building is an L shaped building, which fully complies with the Developmental Disability (DDE) regulations; floor coverings are new and are checked regularly. Housekeeping, Fire and maintenance policies in place to ensure corridor access travel is maintained. Pavilion extension – Corridor leading to new reception has a gradient/slope – This was signed off by building control as DDE compliant. Housekeeping Fire and maintenance policies in place to ensure corridor access travel is maintained. C block is a rectangle shaped building which complies with DDE regulations. Housekeeping Fire and maintenance policies in place to ensure corridor access travel is maintained.
The Bridge	Single storey building	There are disabled access toilets (staff and students) and wider entrances for wheelchair access. Housekeeping Fire and maintenance policies in place to ensure corridor access travel is maintained.

Lifts	X2 lifts – A block X1 Lift – C Block	Lifts are key operated - only students who are accompanied by staff can use the lifts. Students with walking difficulties or impairments, granted access to the lift via a chaperone. Lift opening is 900mm wide - Lift keys are strategically placed around the school site with staff who can assist with lift access. Maintenance contracts in place to ensure compliance.
Parking bays	58 normal spaces 7 Electric car spaces with changers. 4 Disabled spaces, 2 C block car park – 2 Service yard car park. 5 motorbike spaces with anchor points.	All car park gates are automated with access control for entrance/exit. Ground loops in place for exit. New electric car park shutter Installed on C block car park entrance/exit with access control - Improvement in security and safeguarding.
Entrances	2 staff entrances from street DDE compliant. 1 student entrance from street DDE compliant. 1 visitor entrance from street. DDE compliant. 1 Entrance/Exit within the new Pavilion extension (A block) is NOT DDE compliant – Stairs leading to entrance/exit – Evac chair to be placed by entrance. Alternative entrance for wheelchair users. C Block: Middle Exterior staircase, North end of building is also a staircase leading to the building – These are Fire/emergency escapes routes – Evac chair system for disabled or impaired people.	All entrances into A block, B block, C block and sports block buildings have entrances at least 1.2m wide. Site team to audit all entrance mats by end of Autumn Term 2026 to ensure they are flush with the floor, secure, and do not pose a trip hazard or resistance to wheelchair wheels. Entrance into C block is DDE compliant but emergency exit is via Evac chair system.

Ramps	Pavilion corridor - Gradient passed and signed off as DDE compliant. Sports block Fire exit - Improvements required - Quotation required for new handrails.	Procure three competitive quotes for compliant dual-height handrails by November 2026. Complete installation during the February 2027 half-term monitoring window.
Toilets	A block & Sports block (Including new Pavilion extension: 5 boys' student toilets - 45 individual cubicles 5 girls' student toilets – 45 individual cubicles 15 Disabled/staff toilets 2 disabled shower rooms B block: 2 Disabled toilets C Block: 1 boys' student toilet – 5 cubicles 1 girls' student toilet – 5 cubicles 4 disabled toilets.	All disabled toilets are used by staff. On-going maintenance schedule carried out at every school holiday period. New shower room to be Installed within the RP provision (A block) - Hygiene room to be converted into office space. Hoist to be removed due to not being necessary. New shower room will NOT be fully DDE compliant.

	1 hygiene room with disabled shower and hoist. All student toilets entrances have wide openings without doors, every student toilet has 2 large disabled access cubicles at the far end.	
Reception/Pavilion area	New Reception doors are over 2 metres wide and are DDE compliant.	Bevelled carpet at reception entrance.
Internal signage	All buildings - A,B,C and Sports blocks have Internal and external wayfinding signage - All signage is maintained/checked and recorded by Site team. Signage schedule in place for all doors within all buildings. Signage is reviewed annually or when changes occur to ensure relevance and safety.	Internal signage reviewed annually or when changes occur.

Emergency escape routes	Fire/emergency escape signage throughout the school, this has been planned and implemented with assistance from LFB and LBN Fire officers All emergency escape routes signed with 'Fire exit keep clear' internal and external. Evacuation chairs installed on all stair landings. - Evacuation chair operators throughout all buildings. All emergency escape routes checked daily by the site team for obstructions or trip hazards. All Emergency exits are at least 1.2m wide. External automated Gates on escape routes are all interfaced with the Fire alarm to ensure they release in Fire activation. All Fire systems and escape routes are maintained in accordance with regulations and LBN safety standards (SPs), updated Fire strategy documents and regular audits are in place to ensure the highest safety standards in regards to emergency escape. Fire drills carried out 1 per term to ensure compliance - Full CCTV review of Fire drills are carried out to ensure improvements/issues are addressed/assessed.	All fire routes, systems, devices, signage, interfaces and anything relevant to escape from the building is tested weekly and recorded. SLA in place with relevant contractors to ensure Fire safety and compliance Fire drill frequency could be increased to 2 per term. This would improve evacuation times.
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