

# Accessibility plan

## Little Ilford School



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guidance

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## **Appendix 1: Accessibility audit**

### **1. 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.

### **2. 2. Aims**

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
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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](http://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 SLT, the SENCO and School Business Manager and site supervisors.

### 3. 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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 pupils who are not disabled.

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

## **Vision and values**

**Little Ilford School has high ambition for its students with a disability and expects them to participate and achieve in every aspect of school life.**

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

**We nurture our children, building an inclusive community based on respect, ambition and achievement**

**We inspire our children to discover, develop and celebrate their unique talents and abilities.**

**'We believe that every child can succeed'**

**We challenge and support our children 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 the future developing world.**

**Through both ambition and determination our children learn to achieve by respecting the beliefs, religions and cultures of others, celebrating diversity and supporting each other to be the best that we can be.**

**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**

**Our students are provided with a high quality learning environment so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves and want those with a disability to be able to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.**

**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 will**

- **Set suitable learning challenges**
- **Respond to pupils diverse needs**
- **Overcome potential barriers to learning and assessment for individuals and groups of pupils.**

**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 race, colour, creed or impairment.**

**The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils 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 pupils' diverse needs**
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils.**

## **Main priorities:**

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

- **Ensure that teachers and TAs 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 pupils to achieve**
- **Check that all lessons are responsive to pupil diversity**
- **Provide lessons that involve work to be done by individuals, pairs, groups and the whole class**
- **Ensure that all pupils are encouraged to take part in music, drama and physical activities**
- **Check that staff recognise and allow for the mental effort expended by some students with a disability i.e. lip reading for a deaf child, physical exercise for some disabled children.**
- **Ensure that all children can access computer technology**
- **Check that school visits are open to all**
- **Provide high expectations of all pupils**
- **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 pupils**
- **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 pupils who are not disabled:**

- **Provide information in simple language, symbols or large print for pupils 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 pupils 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**
- **Autism**
- **Speech, language and communication needs**
- **Mental health needs**
- **ADHD**

**Activities such as:**

- **Mobility**
- **Manual dexterity**
- **Physical co-ordination**
- **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:**

- **Pupils – from SEN 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.**

#### 4. 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 pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Data recording strategies have been</p>	<p>CPD to address differentiated curriculum</p> <p>Teachers and Teaching Assistants</p> <p>G4S data to be scrutinised after each teacher assessment cycle</p> <p>Targets to be meaningful and time limited</p>	<p>SEN department to undertake training to be able to support SEN students in the mainstream</p> <p>Amended literacy provision in Study Plus</p> <p>Student profiles to be regularly updated and issued to teachers</p> <p>Meetings to be set up with Pastoral Achievement Leaders to identify students</p>	<p>SLT in charge of curriculum</p> <p>SENCO &amp; ARP</p> <p>Co-ordinator</p>

	<p>amended for Complex Needs and ASD students to ensure progress can be measured effectively</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Schemes of learning regularly reviewed</p> <p>This is being evaluated through new whole school systems such as</p> <p>Progress Inquiry</p> <p>Conversations (PICs)</p> <p>Study plus groups have been refined to ensure learning is appropriate and bespoke</p> <p>A suite of ASDAN courses to be made available to students in Year 9 (options)</p>	<p>who are not making satisfactory progress</p> <p>Targets to be reviewed termly</p> <p>Schemes of learning to be scrutinised to identify opportunities for differentiated</p> <p>Students with disabilities</p>	
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators (Maintained through SLA)</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> </ul>	<p>Ramps: 1 Ramp at back of sports block.</p> <p>Lifts: 2 Lifts with opening at 900mm wide. Students only use accompanied by staff. Elevators are key operated.</p> <p>Corridor width;</p> <p>Corridor width is 1.2m Wide throughout main and sports buildings.</p> <p>Disabled parking bays: 4 disabled parking bays.</p>	<p>Ramp handrails to be assessed by DDE contractor.</p> <p>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 assessed.</p> <p>Library access for wheelchair maybe be hampered by furniture, area to be assessed by DDE contractor.</p>	<p>Site supervisors and School Business Manager</p>

	<ul style="list-style-type: none"> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Fencing and gates</i></li> <li>• <i>Evacuation chairs</i></li> <li>• <i>Pedestrian road safety barrier</i></li> <li>• <i>Improved fire routes and fire safety</i></li> <li>• <i>Mini buses</i></li> <li>• <i>CCTV camera</i></li> </ul> <p><i>provision has been extended</i></p>	<p>Disabled toilets: 13 disabled toilets throughout main and sports buildings.</p> <p>Library shelves; 20 shelving units which have shelves at the following heights,</p> <p>100mm, 400mm, 700mm, 900mm</p> <p>Library counter is 720mm in height</p> <p>Library workstation height is 740mm in height.</p> <p>Two gates have been replaced to improve accessibility and fire safety- they are both wider and are both</p> <p>linked with the fire alarm system</p> <p>New, improved fencing which is higher to ensure safety for ASD students. Also the line of the fencing has been extended.</p> <p>Evacuation chairs have been purchased and installed at all disabled refuge points</p>		
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		<p>Improved pedestrian road safety barrier on Church Road to ensure safety of all students when leaving the school site</p> <p>Fire evacuations from room 043 and 044 have been improved as a result of designated fire route keep clear signage (for vehicles)</p> <p>All final fire exit doors have had turnbuckle replaced with key locking systems to ensure fire evacuation safety</p> <p>Two school mini buses with disability access</p> <p>73 new CCTV cameras have been sourced and fitted to ensure safety of all</p>		
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>PEEPs are used to inform students/staff of fire evacuation practice.</p> <p>Each student with a disability has an assigned Teaching Assistant</p> <p>All students in the ARP have an assigned teaching assistant</p>	<p>PEEPs to be reviewed if there is a change of teacher or timetable</p> <p>Large print resources to be used for PEEP</p>	SENCO

		<p>Large print resources used for students with visual impairment in the classroom</p> <p>Pictorial representations used for students who cannot read/need support</p> <p>Whole school tannoy system installed to ensure varied methods of communication</p>	<p>Pictorial displays for fire evacuation to be used in the specific SEND area</p>	<p>ASD Co-ordinator and teacher of complex needs</p>
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## 5. Monitoring arrangements

This document will be reviewed every year.

It will be approved by the Governing body.

### 5. 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 pupils with medical conditions policy

## SEN information policy

### Appendix 1: Accessibility audit

Feature		Description	Actions to be taken
Number of storeys		4 storey building	N/A
Corridor access		2.2m wide corridors throughout building.	Building is an L shaped building, which fully complies with the DDE regulations; floor coverings are new and are checked regularly.
SEN Hub		Single storey building	Newly built. There are disabled access toilets (staff and students) and wider entrances for wheelchair access

<b>Lifts</b>	<b>X2 lifts</b>	<p>Lifts are key operated - only students who are accompanied by staff can use the lifts.</p> <p>Students with walking difficulties are given use of the lift through a chaperone. Lift opening is 900mm wide</p>
<b>Parking bays</b>	<p>62 normal spaces</p> <p>7 Electric car spaces</p> <p>4 disabled spaces</p> <p>5 motorbike spaces with anchor points.</p>	<p>Currently obtaining quotations to automate the gates to ensure the car park is part of our closed site. Currently car park gates are manual and left open during day</p>
<b>Entrances</b>	<p>2 staff entrances from street DDE compliant.</p> <p>1 student entrance from street DDE compliant.</p> <p>1 visitor entrance from street. DDE compliant.</p>	<p>All entrances into main building and sports block building have entrances at least 1.2m wide.</p> <p>Bevelled carpet at every entrance to be assessed for DDE regulations?</p>
<b>Ramps</b>	<p>All entrances/exits in main building comply with DDE regulations. No Ramps are present in main building.</p> <p>Sports hall Fire exit (Rectory road fire exit) has a ramp for escape.</p>	<p>Sports hall Fire Exit Ramp needs handrail installed to comply with DDE regulations.</p>

Toilets	<p>5 boy's student toilets - 45 individual cubicles</p> <p>5 girl's student toilets – 45 individual cubicles 13 disabled/staff toilets</p> <p>2 disabled shower rooms</p>	<p>All disabled toilets are used by staff. On-going maintenance schedule carried out at every school holiday period.</p>
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	<p>1 Hygiene room with disabled shower and hoist.</p> <p>All student toilets entrances have wide openings without doors, every student toilet has 2 large disabled access cubicles at the far end.</p>	
Reception area	<p>Automatic door at front reception for easy access, low reception counter. Double reception doors present for safeguarding holding area.</p>	<p>Bevelled carpet at reception entrance to be assessed for DDE regulations</p>

<p><b>Internal signage</b></p>	<p>Fire/emergency escape signage throughout the school, this has been planned and implemented with assistance from LFB and LBN Fire officer.</p> <p>Direction signs have been installed on the third floor in selected classrooms.</p> <p>All internal signs checked daily by site team.</p>	<p>Fire assembly point direction signs to be assessed internally.</p>
<p><b>Emergency escape routes</b></p>	<p>All emergency escape routes signed with 'Fire exit keep clear' internal and external.</p> <p>Evacuation chairs installed on all stair landings.</p> <p>All emergency escape routes checked daily by site team for obstructions or trip hazards.</p> <p>All Emergency exits are at least 1.2m wide.</p> <p>No change is surface level on all escape routes</p> <p>External automated Gates on escape routes are all interfaced with the Fire alarm to ensure they release in Fire activation</p>	<p>ASD escape route to be assessed due to passing through service yard, possible yellow box painted to separate escape route from delivery point.</p> <p>ASD escape route option is to automate padlocked gate so that it releases when Fire alarm is activated.</p> <p>Assembly point external direction signage to be assessed on all escape routes.</p> <p>Evac chair operatives to be agreed, these people cannot be Fire wardens.</p>

