

Accessibility plan

Little Ilford School



Approved by:

SLT in charge of SEND

Date:

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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.

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 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. 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.

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 development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible
<p>Increase access to the curriculum for pupils with a disability</p>	<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 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>CPD to address differentiated curriculum</p> <p>Teachers and Teaching Assistants</p> <p>RAP data to be scrutinised after each teacher assessment cycle</p> <p>Targets to be meaningful & time limited</p> <p>Schemes of learning regularly reviewed</p> <p>This is being evaluated through new whole school systems such as Progress Inquiry Conversations (PICs)</p> <p>Study plus groups have been refined to ensure learning is appropriate and bespoke</p> <p>ASDAN</p>	<p>LiLAC course</p> <p>SEN department course for SEN students in the mainstream</p> <p>Amended literacy provision in Study Plus</p> <p>Student profiles to be regularly issued to teachers</p> <p>Meetings to be set up with Heads of Year to identify students who are not making satisfactory levels</p> <p>Targets to be reviewed termly</p> <p>Schemes of learning to be scrutinised to support</p> <p>Students with disabilities</p>	<p>SLT in charge of curriculum</p> <p>SENCO & ARP</p> <p>Co-ordinator</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"> ● Ramps ● Elevators (Maintained through SLA) ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities ● Library shelves at wheelchair-accessible height ● Fencing and gates ● Evacuation chairs ● Pedestrian road safety barrier ● Improved fire routes and fire safety ● Mini buses ● CCTV camera provision has been extended 	<p>Ramps: 1 Ramp at back of sports block.</p> <p>Elevators: 2 Elevators with opening at 900mm wide. Students only use accompanied by staff. Elevators are key operated.</p> <p>Corridor width; Corridor width is 1.2m Wide throughout main and sports buildings.</p> <p>Disabled parking bays: 4 disabled parking bays.</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, 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 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> <p>Improved pedestrian road safety barrier on Church Road to ensure safety of all students when</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 & School business manager</p>
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		<p>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>		
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<p>Improve the delivery of information to pupils with a disability</p>	<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"> ● <i>Internal signage</i> ● <i>Large print resources</i> ● <i>Braille</i> ● <i>Induction loops</i> ● <i>Pictorial or symbolic representations</i> 	<p>PEEPs are used to inform students 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>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>PEEPs to be reviewed if there is a change of teacher or timetable</p> <p>Large print resources to be used for PEEPs</p> <p>Pictorial displays for fire evacuation to be used in the specific SEND area</p>	<p>SENCO</p> <p>ASD Co-ordinator & 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.

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

Toilets	5 boy's student toilets - 45 individual cubicles 5 girl's student toilets – 45 individual cubicles 13 disabled/staff toilets 2 disabled shower rooms	All disabled toilets are used by staff. On-going maintenance schedule carried out at every school holiday period.
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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>	Review
Reception area	Automatic door at front reception for easy access, low reception counter. Double reception doors present for safeguarding holding area.	Bevelled carpet at reception entrance to be assessed for DDE regulations
Internal signage	<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>	Fire assembly point direction signs to be assessed internally.
Emergency escape routes	<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>

September 2021