

Accessibility Policy

Leytonstone School



Approved by:

F. Sinclair

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1. 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.

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.

2. 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.

3. 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	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>CPD and whole school understanding that high quality first teaching is the most important provision for any student to access learning.</i></p> <p><i>Adjusted curriculums for pupils who have difficulty accessing the curriculum: Princes Trust, Entry Level at KS4. KS3.</i></p> <p><i>Dedicated space and member of staff provision in Group Room.</i></p> <p><i>Examples include;</i></p> <ul style="list-style-type: none"> <i>- dyslexia friendly fonts</i> <i>-backgrounds</i> <i>-coloured overlays</i> <i>-large print where appropriate</i> 	<p><i>To ensure that all students have access to the curriculum regardless of disability</i></p>	<p>Strategic placement of key members of staff to ensure full access</p>	<p>SENDCo</p>	<p>September 2020</p>	<p>All students have access to the curriculum.</p>



	<p>-reading pens</p> <p>-writing slopes</p> <p>-pen grips for dyspraxia</p> <p>-use of laptops.</p> <p>Exam access – scribes, readers, extra time, quiet space.</p> <p>Specific targets on Individual Learning Plans for SEN pupils shared with all staff.</p> <p>Reviewed by SENDCo and key workers annually.</p> <p>Recently introduced sound field for HI pupils.</p> <p>Online home learning software.</p> <p>Previously used software for VI pupils and magnifiers where necessary.</p> <p>Newly written data collection, reporting and assessment model taking into consideration the needs of all pupils</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Disabled toilets and changing facilities throughout the site 					



	<p>- All entrances are accessible for wheel chair users, apart from the following:</p> <p><i>Front gate - There is a ramp nearby with signage explaining who to contact to open the gate</i></p> <p><i>Entrance to main building opposite drama - There is a step here so wheelchairs would have to use a nearby entrance by the girls' toilets opposite music.</i></p> <p><i>Elevator access in each building.</i></p> <p><i>A small number of disabled parking bays available</i></p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Examples include;</i></p> <ul style="list-style-type: none"> - <i>dyslexia friendly fonts</i> -<i>backgrounds</i> -<i>coloured overlays</i> -<i>large print where appropriate</i> -<i>reading pens</i> -<i>writing slopes</i> -<i>pen grips for dyspraxia</i> 					



4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher

5. 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



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main building – lower ground, ground, and 1 st floor. Practical – 4 floors. Sports centre & music/drama both 1 floor			
Corridor access	All corridors accessible either via ramps or lifts	Signage to indicate access routes	SG	April 2020
Lifts	One in practical block & one in main building			
Parking bays	24 bays including 3 disabled			
Entrances	Main building 4 (plus 5 fire exits) – Practical building 37 (restaurant 3) –			



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Great things will grow.

	Sports centre 2 (plus 4 fire exits)– Music/drama 2 (plus 2 fire exits)			
Ramps	Ramp to front of main building – Ramp to music entrance – Ramp to drama entrance – Ramp rear sports centre fire exit – Ramp linking rest of site to main building			
Toilets	60 including 10 disabled			
Reception area				
Internal signage	All routes have signage			
Emergency escape routes	Main building 8 – Practical 7 – Sports centre 6 – Music/drama 4			