

Leytonstone School Accessibility Plan

3-year period covered by the plan: 2022-2025

Accountability: Senior Leadership Team, SENCO, ICT Operations Manager
School Business Manager and Premises Manager

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Disability Equality Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers.
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the

- pupil parliament
- parents
- staff
- governors
- external stakeholders

Within the terms of the Act, the term 'disability' is defined thus:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, “curriculum” is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

Vision

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

Values

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE, extensive collective worship and Spiritual, Moral, Social and Cultural development (SMSC)
- are self-confident, have high self-esteem and the ability to form constructive relationships with others

Planning Duty 1

Increasing the extent to which disabled pupils can participate in the school curriculum

We will continue to:

1. Provide training for all staff on differentiation of the curriculum
 - Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work sheets, tasks etc
 - All departments to show how differentiation is built into each of the schemes of work
 - Inclusion Department to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
 - Teaching staff to liaise with Inclusion staff and Teaching assistants prior to each lesson so that support is fully utilised
2. Differentiate resources
 - Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area
 - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
 - Where necessary INSET provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visual aids that can be used in lessons
 - Inclusion Department to liaise with borough specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources
3. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities

- Risk assessments and planning of trips to include accessibility references
 - Analyse extra-curricular activities to ensure inclusion of pupils with disabilities
 - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils.
4. Ensure that all pupils feel supported and included within the school
- Placed on the inclusion register, where necessary provide emotional support through the Emotional Support Team
 - Close links with Early Intervention Team: Hearing and Teacher Support Service Vision, to ensure that we are providing all the support and access to curriculum for pupils with hearing and vision disabilities

Planning Duty 2

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Leytonstone School site was built in 1911 and as such presents a number of difficulties for physical access. There are some areas of the site that are a less than optimum location for students, staff and visitors requiring full accessibility assistance. Nevertheless, we will continue to improve accessibility where possible.

We have improved:

1. Entry/Exit to/from School
 - A concrete ramp has been installed next to the steps to improve pedestrian and wheelchair access.
2. Lighting
 - This has been improved, however special lighting for those with eyesight impediments has not been provided. Advice is needed on this to find most suitable lighting for individual specific needs.
3. Ramps
 - More ramps inside and outside the main building would facilitate wheelchair access, however there is insufficient space to fit them inside the building and their provision would cause health and safety problems with 900 pupils.
4. Decoration
 - The school is decorated throughout in pastel shades in cream and magnolia
5. Showers and Washing
 - There are showers and washing facilities in the Sports Centre and is easily accessible.
6. Canteen provision

- Disabled canteen users would need to sit at the end of a row and buy their food early or have an able bodied pupil buy it for them
7. Signing System
 - The system has been installed and has the features for wheel chair users and has information regarding fire evacuation
 8. Lift
 - The lift has been installed in the main building for access between floors and the practical building also has a lift installed.
 9. Evacuation Chair
 - The school will investigate obtaining an evacuation chair for each building should in case the lift is unavailable.
 10. Parking
 - There are currently 3 disable bays available for staff and visitors.

We will continue to carry out an annual access audit to improve the physical environment of the school.

Planning Duty 3

Improving the delivery of information to disabled pupils (and parents)

We will continue to

1. Provide written materials in alternative formats as requested
2. Provide school documents with the wording "If you require a large print copy of this document please contact the school"
3. Provide School policies on in print format or via email or on different colour paper as required
4. Provide the use of text to speech when needed
5. The display of larger fonts on screens or high contrast themes or screen tint colours
6. There are pens available to assist in reading
7. Readers are available during exams to assist and the school apply for exam concession re extra time when required

Links

Whole school policy on Bullying
 Whole school policy for the Curriculum
 Whole school policy for Equal Opportunities
 Whole school policy for Learning and Teaching
 Whole school policy for Pupil Support
 Whole school policy for Health and Safety

Areas to be investigated and implemented

Action	Success Criteria	Lead person	Timescale	Review
Steps on all main entrances to have chevron lines repainted on to highlight steps to the visually impaired	Clear demarcation of steps around building	Sean Goffin		annually
Investigate lighting for those with eyesight impediments	Clear visibility around school premises and in lessons for visually impaired.	Sean Goffin / David Price	immediate	autumn term
Hearing loops to be checked on regular basis	Loops available for hearing impaired persons	David Price		annually
Pupil Parliament environment committee to complete a practical audit for disabled pupils	Audit completed and areas identified for improvement	Sean Goffin / Rosette Doxon	ongoing	annually
Investigate the obtaining Evacuation chairs	To be installed in both buildings	Sean Goffin	immediate	annually
Complete an Accessibility Audit	Ensure all findings are completed	Sean Goffin / Rosette Doxon	ongoing	annually