

## ACCESSIBILITY STRATEGY AND PLAN

### 1. Introduction

At Central Foundation Boys' School our values reflect our commitment to a school where there are high expectations of everyone. This includes:

- Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.
- Everyone in our school is important and included.
- We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.
- We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.
- We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.
- We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility<sup>1</sup>) and will advise upon the compliance with that duty.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year

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<sup>1</sup> Schedule 10 requires that a school has an accessibility strategy that defines, over a prescribed period: (a) increasing the extent to which disabled pupils can participate in the schools' curriculums; (b) improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools; (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

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.

## **2. Objectives**

Central Foundation Boys' School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Central Foundation Boys' School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these cover improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Central Foundation Boys' School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency and Business Continuity Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy
- Approved Document M – Access and Use of Buildings

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. The most recent accessibility audit was carried out in November 2023. The access audit is carried once every three years or less if there is a significant change (for example, the

next access audit will be carried out to reflect the changes brought about by the completion and occupation of Phase1 of CFBS' site redevelopment projects.

It should be noted that it may not be feasible to undertake all of the works during the life of this accessibility plan. The accessibility audit is updated on a three yearly basis to inform the development and update of the school's Accessibility Plan.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The part of the Accessibility Plan covering physical accessibility and the delivery of written information to pupils, staff, parents and visitors will be monitored by the Governing Body's Premises and Health & Safety Committee (PHSC).

The part of the Accessibility Plan covering access to the curriculum for pupils with a physical disability and/or sensory impairments will be reviewed and monitored by the Teaching and Learning Committee, as proposed by PHSC.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: CFBS Governing Body - Pastoral, Premises, Health & Safety Committee

Date: 9 November 2023

### **3. Accessibility Plan**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Section 4 is a set of action plans that have been created as part of the accessibility audit showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school and its regular updating are identified by:

- The Governing Body
- Head Teacher
- Inclusion Leader
- Director of Finance and Resources
- Premises Manager

#### 4. Accessibility action plan

## Action plan

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

Aim	Current situation	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Action update
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>In compliance with the Equality Act (2010) and SEND Regulations (2014), Central Foundation Boys' School strives to ensure that all students can participate in our Curriculum</li> <li>Classroom teachers and support staff are trained in providing appropriate scaffolds and individual access arrangements in order for all students to access, retain and apply our curricular content.</li> <li>In the first term, we have held external training on ASC and we are currently organising whole-school external training on ADHD</li> <li>Our Curriculum Lead is working with a range of local bodies (e.g. the Bridge Outreach Service and the Islington Education Psychology Service and Islington CAMHS) to curate a bespoke training programme that is specific to our students' needs. Our Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Continue with half-termly review cycles of workbooks which include a focus on accessibility; these checks are used to implement any amendments needed to ensure these workbooks are well scaffolded but provide appropriate challenge.</li> <li>Continue to identify training relevant to our students to support appropriate in-class differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Review our curriculum in conjunction with the person-centred approach promoted by Islington Council's Accessibility Strategy (2020-22).</li> <li>Update our Professional Development Plan to ensure it is representative of and reactive to the needs of our students. This will be advised by local bodies.</li> </ul>	<p>Curriculum Lead</p>	<p>Review on a half-termly basis (next update Jan 2024)</p> <p>Termly review (next update Jan 2024)</p>	

Aim	Current situation	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Action update
	<p>Plan will be consistently reviewed and updated in response to student need along with the knowledgeable input of relevant local bodies.</p> <ul style="list-style-type: none"> <li>• Training continues to be delivered through Thursday briefings, whole-school notices, external CPD and INSETS.</li> </ul>					
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• This section is accompanied by physical access and plans showing the location of accessible parts of the school. In particular, the school accessibility plan makes use of: A platform lift from the Courtyard into the Finsbury Tech Building which makes the Finsbury Tech Finsbury Tech Building fully accessible from the courtyard.</li> <li>• A lift in the Science Centre which substantially improves the physical access to the Science Centre, Maths and Humanities Building and the upper two floors of the Languages Building</li> </ul> <p>Accessible toilet provision on all levels of the Finsbury Tech</p>	<p>To make the school campus fully accessible for wheelchair users.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Site redevelopment is the overall responsibility of the Headteacher.</p> <p>Day to day responsibility of delivery is the Director of Finance and Resources</p>	<p>July 2023</p>	

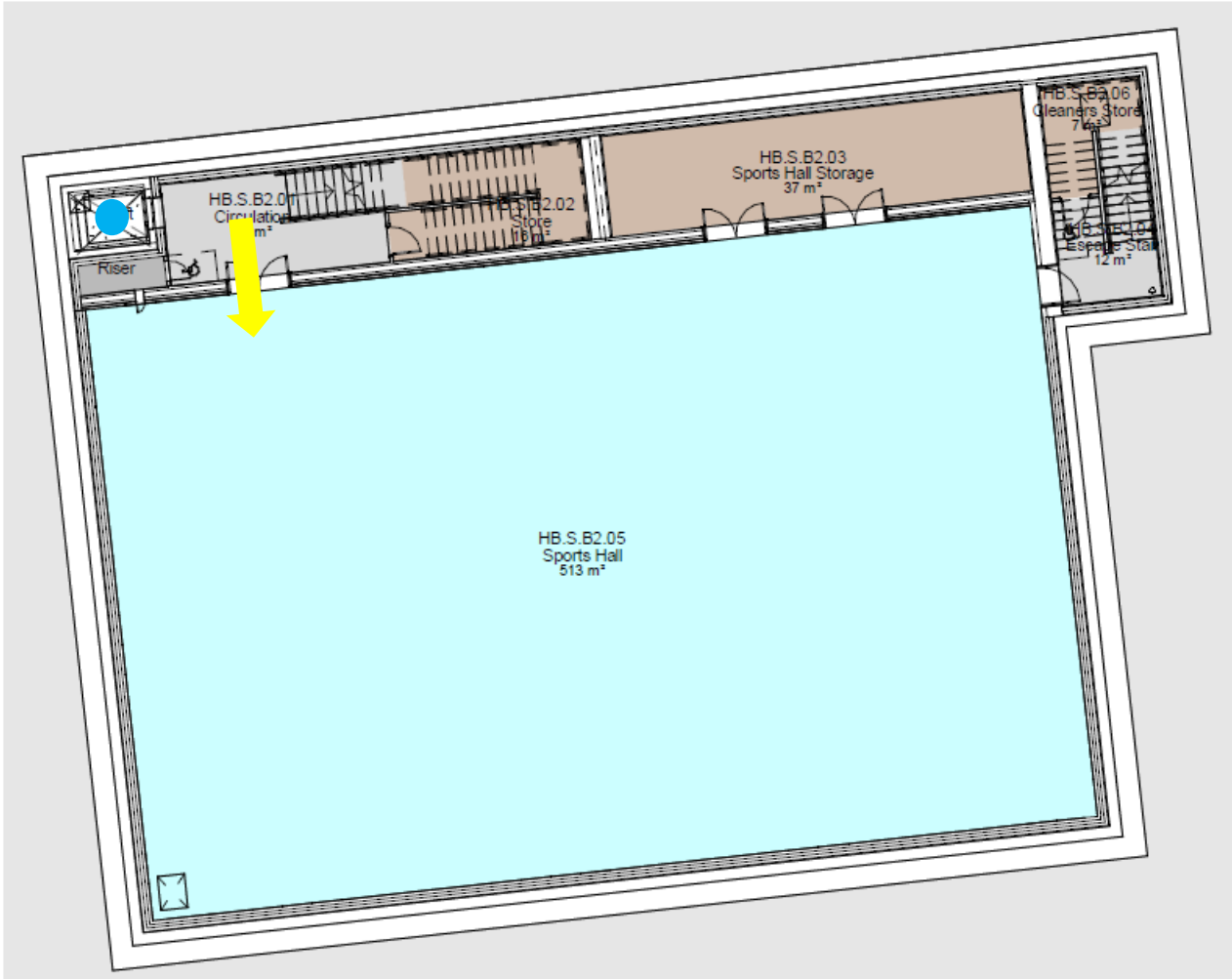
Aim	Current situation	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Action update
	<p>Building, Science Centre, next to the astroturf, in the Creative Arts Centre, in the changing rooms of the Sports Hall, in the basement of LanguagesBlock</p> <p>A lift from the street level to the upper courtyard and to the sunken sports hall and basement of the Languages Block.</p> <p>A platform lift in the Creative Arts Centre.</p> <p>The School campus is now fully accessible for wheelchair users.</p> <p>The school has disabled parking bays available in the basement of the Bezier building which then has access from to the street and the ground floor of the school areas described above</p> <p>Corridors throughout the main school buildings are of a sufficient width to accommodate wheelchairs</p>					
Improve the delivery of information	The school makes itself aware of the services available for converting	All key and statutory documents can be accessed by all staff,	Written information: <ul style="list-style-type: none"> <li>The school will review formats publicised on</li> </ul>	Director of Finance and Resources and	April 2025	Admissions Arrangements are

Aim	Current situation	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Action update
<p>to pupils with a disability</p>	<p>written information into alternative formats.</p> <p>The school has implemented its room and directional signage as part of the occupation of the Science Centre and Maths and Humanities Building, and started to roll this strategy out to other parts of the site.</p> <p>Policies (such as Admissions Policy, SEN Policy) can use technical language and may be difficult to read for parents with English as an additional language. Where possible our policies are written in plain English.</p> <p>Students with issues writing by hand are able to be tested to see if they can access the curriculum and examinations using a laptop. This is led by the SEN team. Students who have temporarily ailments e.g. broken hand are also able to access the curriculum via a laptop.</p> <p>If a student has eyesight issues that hinders access to either a laptop or desktop then a request to the IT support team can be made to adjust</p>	<p>students and their parents.</p> <p>Key information around the school can be understood by all users of the premises, to ensure their health and safety, and wellbeing.</p>	<p>school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.</p> <p>The school will make translations, large print resources and braille resources available if requested. This offer will be made, in communication to parents regarding student information and parents’ evenings and on the website.</p> <p>This service will be reiterated to parents in person where the school is made aware of specific needs. This will principally be done through the pastoral system and the school’s Director of Learning, if it is not picked up in the school admission and student induction process.</p>	<p>Head of Operations</p>	<p>(Subject to results of audit)</p>	<p>provided in an accessible format.</p> <p>Work in progress in terms of the rest of the website.</p>

Aim	Current situation	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Action update
	<p>the students computer profile to support their needs.</p> <p>We currently have 40 laptops available for SEN purposes ( 34 have been assigned to pupils) and an additional five for any injury related requirements (unsure as this is managed by DoLs). Accessibility changes have been allowed on these laptops, including the use of monochrome backgrounds, increased fonts, on screen keyboard amongst other supporting features. More laptops with these changes can be made available if required.</p> <p>Coloured overlays are available for students who may require them to access workbooks as recommended by an Educational Psychologist or the Access Arrangements assessor</p>		<p>The SENCO will continue to meet termly with the Lead Advisory Teacher of the Deaf and Hard of Hearing and Lead Advisory Teacher for Visual Impairment for Islington Council to discuss support available for students and its implementation</p>			

## 5. Accessibility plans – September 2023

### Basement level -2



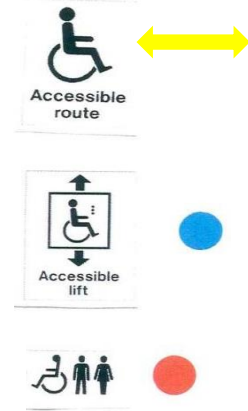
#### Key:



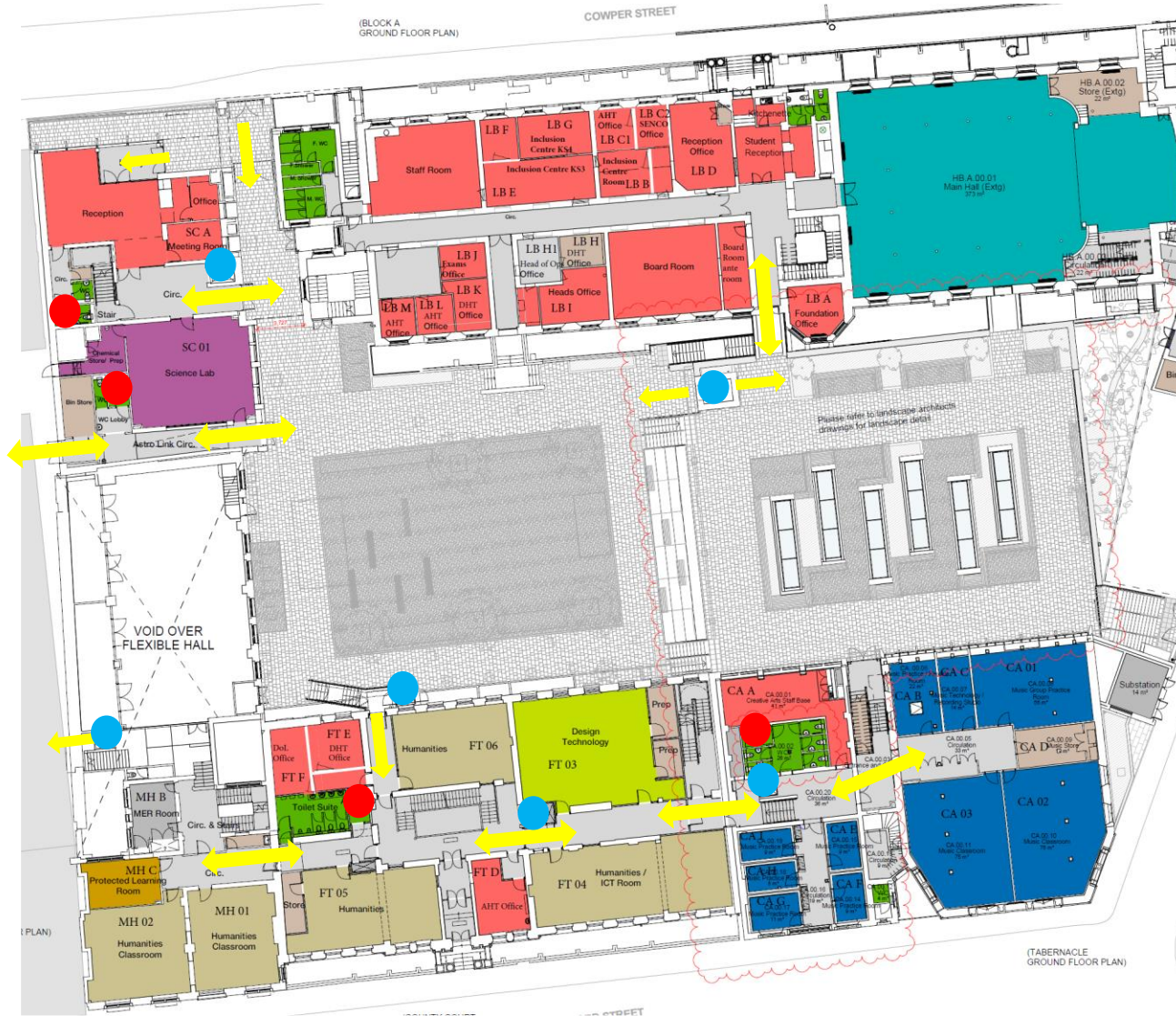
**Basement level -1**



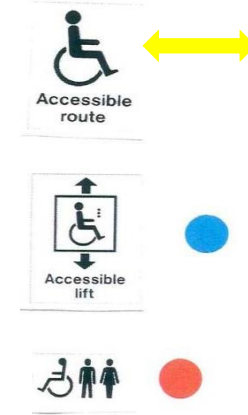
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# Ground Floor



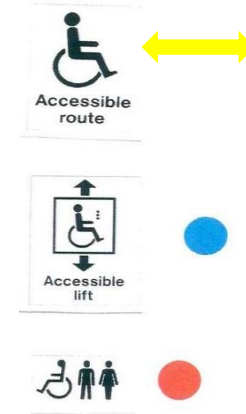
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# First Floor



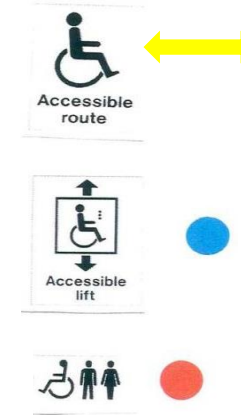
## Key:



# Second Floor



Key:



**Third Floor**



**Key:**



## Astroturf

Both the astroturf basement car park, ground floor and first floor changing rooms and balcony area are fully DDA compliant. This is accessible from the school site and from Cowper Street.

## Accessibility Audit Tool for Educational Settings

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<b>School</b> Central Foundation Boys' School	<b>Date of completion</b> November 21
<b>Name of person who completed audit</b> Richard Williams	<b>Role of person who completed audit</b> Director of Finance and Resources

### 1. Is your educational setting compliant with the Equality Act 2010?

	<b>Question</b>	<b>Yes</b> ✓	<b>If yes – where can the evidence be found?</b>	<b>No</b> ✓	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Do you have an Accessibility Plan?	✓	Part of the papers that go to Premises, Health and Safety Committee		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓ part	It was co-produced with the school's SENCO and other members of the SLT.		
3	Is everyone in your setting aware of the Equality Act 2010?	✓	Staff are aware of the Equality Act 2010 as it		

			is referenced in many of the school's policies, which are located on the school's server		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	From a physical access perspective, the school is making significant changes to ensure all students and staff can access the entire site.		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g., disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)		A person-centred planning approach is used to support all pupils with SEND and their families.		
6	Have you published your SEN information report?	✓	This is published on the school website		
7	Is your SEN information report linked to the Local Offer?	✓	All pupils with an identified special educational need have a pupil passport. They are published on Provision Map and available to all staff. Areas of need and diagnosis are also listed on the Inclusion Registers. The Local Offer website is linked on the SEND information report published yearly.		

8	Do all staff understand the needs of the pupils/students and support them accordingly?	✓	The school SENCO and pastoral team ensure that specific student needs are known to relevant staff, and in general across the staff body		
9	Do you have inclusive, whole school policies, processes and practices?	✓	SEN – information report is inclusive; the school has an equal ops policy. All students have the same high expectations of them.		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	✓	Enrichment activities are made available to all students, including those with SEND needs		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult.	✓	Awards and shout-outs are given for effort, not just outcomes. The strengths of pupils with SEND are highlighted in their Pupil Passport		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	✓	Interview lesson observations form part of every recruitment process for a teaching position		

## 2. Is your setting physically accessible?

	Question	Yes ✓	If yes – comments/ where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	Accessibility is a key component of our site redevelopment project, which is improving access to all staff and students throughout the site		
2	If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓	Classes with students with disabilities are timetabled in rooms that can be accessed without needing to use stairs, for example. All signage is positioned appropriately		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓			
4	Are emergency and evacuation systems accessible to all e.g., do alarms have both visual and auditory components?	✓	Fire alarm has visual beacons as well as audio.		
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g., storage?	✓			
6	Are calm low sensory areas available in the setting?	✓	Quiet rooms are organised for students at break.		

7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	Most rooms are accessible for students with a physical disability, and can be easily adapted to allow teaching to students with a physical disability, where required.		
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	Classrooms are deliberately kept clutter free, and baffles and other acoustic measures are in place in our new classrooms and science labs.		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	Furniture is suitable for students a with a physical disability, including height adjusting lab benches.		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?			✓	This is not needed at present.
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?		n/a		
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			✓	This is not needed at present.
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?	✓	Stair nosing has high visibility strips, for example.		

14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?	✓	SENCO assesses student needs, and put in place suitable measures after consultation with pupils and their families		
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**See appendix A for a more detailed check list regarding physical access**

### **3. Is your setting inclusive?**

	<b>Question</b>	<b>Yes ✓</b>	<b>If yes – where can the evidence be found?</b>	<b>No ✓</b>	<b>If no - action to be taken and where recorded in Access Plan</b>
1	Is accessible signage used, throughout the setting's environment, at all activities and events?	✓	Directional signage is clear and at an appropriate height. Accessible toilets are clearly marked with accessible signage		
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	✓	The student council is represented by students from a range of abilities and backgrounds to ensure a diversity of opinion		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?	✓	Yes, this only affects those students who use the lift etc.		
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events	✓	Subsidies are provided for school trips, based on need and are means tested.		

5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	SENCO assesses student needs, and put in place suitable measures. SENCO attends the yearly Transition Conference in Islington Town Hall. SENCO meets with Year 6 teachers to identify students with SEND.		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?	✓	SENCO assesses student needs, and put in place suitable measures.		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	The School runs lunch time clubs and transition groups. Speech and Language therapy groups are held every morning to support students with their social skills		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	The School has a dedicated attendance officer who works closely with families etc.		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches	✓	This is a key part of our behaviour management, and pastoral care.		

10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	Information about upcoming trips is provided well in advance and support is offered to families who may have any difficulties either with trip arrangements or payments		
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#### 4. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓	Yes – all students have access to the same resources.		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Yes, multiple staff briefings and whole-staff notices have been focussed on additional needs and actions to support these. A list of all CPD sessions with a SEND focus is kept by the SENCO. External agencies are invited termly to		

			provide robust and up-to-date CPD.		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	Yes, all students take part unless we have parental or medical guidance where they cannot.		
4	Do classteachers/PE staff know how to include pupils/students with disabilities in PE?	✓	<p>During practical insets and meetings, the PE department consider how to make PE more inclusive. This includes:</p> <ul style="list-style-type: none"> <li>• having a wide curriculum to ensure all students have access to a range of different sports.</li> <li>• when completing department CPD sessions, we have discussion on how to modify activities to ensure all students have success.</li> </ul>		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	Pupils and their families are fully involved in the		

			review of plans, pupil passports, and curriculum access. Parents and carers are invited to meet with a member of the SEND team to review pupils' plans at every Parents Evening.		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	Assess, Plan, Do, Review cycles are used to support all pupils. Cycles are recorded on Provision Map.		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	See above		
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?	✓	Yes, our SEN students make better progress than those in the rest of the country. Our SEND aim is to close the attainment gap between SEND and Non-SEND students through accessible Teaching and Learning.		
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	✓	See above		

10	Do you ensure that homework is accessible to all e.g., by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓	All homework is placed on SMHW in advance of the lesson. Teachers explain homework in lesson - each student has a week to complete the tasks set. Pupils are offered Homework Support sessions after school in ICT suites.		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	The school does not have any ad hoc supply teachers to cover staff absence. Staff absence is covered with an in-house cover supervisors' team who are part of the staff body and receive updates and guidance on students' needs the same way as all other members of staff.		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	Our curricula are designed in order for in-class differentiation to take		

			place. This is skilfully planned by staff during PPA periods – as staff have access to centralised resources they are able to use their PPA periods to plan for appropriate scaffolding, challenge and differentiation.		
13	Do pupils/students with SEND have access to appropriate information technology?	✓	Additional IT is made available to SEND students, to support their learning.		
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	✓	All staff members treat the students with kindness and respect and model the behaviours that we expect from the students. this supports the building of appropriately positive relationships. this is seen through observation of the interactions between staff and students. All staff members at the school receive training regarding		

			the way that students are treated in order to engender genuine mutual respect. Where appropriate, relevant and manageable, all staff are flexible with levels of support and the Directors of Learning, with their intimate knowledge of the year groups, are well equipped to channel their support for those who require it more.		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	Adapted Learning Resources (laptops, overlays, reading pens) are available to pupils with SEND to allow them full access to the adapted curriculum.		

## 5. How accessible is information, advice and guidance?

Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
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1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	✓	These are published on the school website. Hard copies are made available to those families who request them.		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters	✓	Families are encouraged to seek support from SENDIASS teams and Independent Supporters during planning meetings.		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?	✓	The school's new website has been developed with significant support from our parent Governor, to supporting the writing of the brief and structuring the site map to make it easier to locate detail. The school will then work with a student group to also check for accessibility to documents that they will need access to		

4	Do you hold review meetings etc at times when parents are able to attend?	✓	These are typically held in the afternoon after school		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓	This is carried out through a pastoral system, led by our Directors of Learning		
6	Is information available in a variety of languages?	✓	Information is made available based on the needs of the school community		
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?	✓	Information is made available based on the needs of the school community		
8	Are staff familiar with IT used to share information with people with disabilities?	✓	The School shares SEN info, though email, spreadsheets, word document, SIMS etc...		
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓	This is carried out through a pastoral system, led by our Directors of Learning		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓	The Local Offer including FIS and SENDIASS details is signposted in the SEN information report.		

11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?			✓	
12	Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments?	✓	The SENCO attends all meetings organised by the Local Authority.		

## APPENDIX A

### Detailed Physical Access Check List (as used by the Capital Strategy team)

Consider each question from the perspective of each type of disability

#### 1 of 9 Approach and Car Parking

	Question	Yes	No	Comment	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	✓		The entrance of the school is adjacent to a public highway	
2	Is the building within convenient distance of public transport?	✓		To Old St tube station and bus routes	
3	Is the building within convenient distance of car parking?	✓		On street parking, and adjacent school underground parking	
4	Is the route clearly marked/found?	✓		Building is adjacent to the car park	
5	Is the route free of kerbs?	✓		School and car park has drop kerb access	
6	Is the surface smooth and slip resistant?	✓		Surface is tarmac, and even paving slabs	
7	Is the route wide enough?	✓			
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓			
9	Is it adequately lit?	✓		Route is lit by street lamps and on-site lighting	
10	Is it identified by visual, audible and tactile information?		✓		

	<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>	<b>Action to be taken and recorded in Access Plan</b>
11	Is there car parking for people with reduced mobility?	✓		Dedicated reduced mobility car park spaces are made available as required	
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?		✓	Visitor information asks that visitors who require car parking should contact premises	
13	Is the car parking as near the entrance as possible?	✓			
14	Is the car parking are suitably surfaced?	✓		Car park is concrete	
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓			
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)		✓	The car park is in the basement, but this served by a lift. Otherwise access to the site is at ground level and flat.	

## **2 of 9 Routes and external level change including ramps and steps**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
1	Is there a ramp, with level surfaces at top/intermediate/bottom?	✓			
2	Is it wide enough and suitably graded?	✓			
3	Is the surface slip resistant?	✓			
4	Are there kerbs and are there edges protected to prevent accidents?		✓	N/a within the site	
5	Are there handrails to one or both sides?		✓	There are no handrails except on stairwells. However, the new and refurbished parts of the site	

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
6	Are there (alternative) steps & ramp	✓		There are a number of pedestrian entrances into and around the site	
7	Identified by visual/tactile information?	✓		There is some limited visual signage around the site. Building surfaces can be accessed and can be used to denote which building is which.	
8	Are there handrails to one or both sides?		✓	There are no handrails except on stairwells. However, the new and refurbished parts of the site	
9	Are ramps and steps adequately lit?	✓			
10	Are treads and risers consistent in depth and height?	✓			
11	Are all nosings marked and/or readily identifiable?	✓			
12	Are landings of adequate size and are they provided at intermediate levels in long flights?	✓			

### **3 of 9 Entrances – including Reception**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
1	Is the door clearly distinguishable from the façade?	✓			
2	If glass is it visible when closed?	✓			
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓			

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
4	Does it have a level or flush threshold, and a recessed matwell?	✓			
5	Is there visibility through the doorway from both sides at standing and seated levels?	✓			
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	✓			
7	Can the door furniture be used at both standing and seated height?	✓			
8	Can it be easily grasped and operated?		✓		
9	If the door has a closer mechanism does it have: <ul style="list-style-type: none"> <li>• Delayed closure action?</li> <li>• Slow-action closer?</li> <li>• Minimal closure pressure?</li> </ul>		✓	Door is held open when school is open	
10	If the door is power-operated does it have visual and tactile information?		✓	N/A	
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?		✓		
12	If there is a lobby, do the inner and outer doors meet the same criteria?	✓			
13	Do lobby layouts enable all users to clear one door before going through the next?	✓			
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?	✓		In part	
15	Does the lighting installation take account of the needs of visually disabled people?	✓			

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
16	Are floor spaces <ul style="list-style-type: none"> <li>• Slip resistant, even when wet?</li> <li>• Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion?</li> <li>• Firm for wheelchair manoeuvre</li> </ul>	✓		In part	
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓			
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?	✓			
19	Is it fitted with an induction loop?		✓		
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		✓		

#### **4 of 9 Horizontal Movement and Assembly**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓			
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?		✓	To a large extent, corridors are free from obstruction, but in some cases, fire extinguishers are required to be placed along the corridors, for health and safety reasons.	

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	✓			
4	Is turning space available for wheelchair users?	✓			
5	Do natural and artificial lighting avoid glare and silhouetting?	✓			
6	Are there visual clues for orientation?	✓		Directional and room signage and building language and identity are designed in such a way as to support orientation.	
7	Do floor surfaces: <ul style="list-style-type: none"> <li>• Allow ease of movement for wheelchair users?</li> <li>• Avoid light reflection and sound reverberation?</li> </ul>	✓			
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?		✓	Means of escape signage tends to be located above doorways	Review whether additional signage can be located at lower levels
9	Are there tactile signs and information for those with impaired vision?		✓		
10	Is the maintenance of these items checked regularly?	✓			
11	Is lighting designed to meet a wide range of needs?	✓			
12	Is sufficient circulation space allowed for wheelchair users?	✓			

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓			
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓			
15	Are all areas for assembly/meeting equipped with an induction loop system?		✓		

### 5 of 9 **Doors**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
1	Do the doors serve a functional/safety purpose?	✓			
2	If glass, are they visible when shut?	✓			
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓			
4	Does the clear opening width permit wheelchair access	✓			
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓			
6	Is any door furniture/handle at a height for standing/sitting use?	✓			
7	Are door/handles clearly distinguished?	✓			
8	Can the door furniture/handles be easily operated/grasped?	✓			
9	If door closers/mechanisms are fitted do they provide the following: <ul style="list-style-type: none"> <li>• security linkage?</li> <li>• delay-action closure?</li> </ul>	✓			

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
	<ul style="list-style-type: none"> <li>• Slow-action closure?</li> <li>• Minimum closure pressure?</li> </ul>				
10	Is door/mechanism function checked regularly?	✓			

## 6 of 9 **Toilets**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
1	Is WC provision made for people with disabilities?	✓			
2	Do all lavatory areas have slip-resistant floors?	✓			
3	Are all fittings readily distinguishable from their background?	✓		In accessible toilet	
4	Are all door fittings/locks easily gripped and operated?	✓		However, some locking mechanisms have recently been changed from a twisting to sliding mechanism to address the specific needs of some students	
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓			
6	Is provision made for wheelchair users in disabled toilets?	✓			
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	✓			
8	Is the location clearly signed?	✓			
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓			

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
10	Are the door fittings/locks and light switches easily reached and operated?	✓			
11	Is there an emergency call system and is someone designated to respond?	✓			
12	Can the emergency call system be operated from floor level?	✓		Wheelchair refuge and accessible call points have been located in compliance with building and DDA regulations	
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓			
14	Are the fittings arranged to facilitate these manoeuvres	✓		Accessible toilets are compliant with building and DDA regulations	
15	Are handwashing and drying facilities within reach of someone seated on the WC?	✓			
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓			
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓			
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	✓			

	Question	Y	N	Comment	Action Point
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	✓		Yes, across the site. Need to check within specific toilet areas.	

## 7 of 9 Fixtures and Fittings

	Question	Y	N	Comment	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?		✓		
2	Is it possible for people with disabilities to serve as volunteers?	✓			
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	✓			
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓			
5	In any staff accommodation is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?		✓		
6	Are all relevant locations clearly signed?	✓			

## 8 of 9 Information

	Question	Y	N	Comment	Action Point
1	Is the building equipped to provide hearing assistance?		✓		

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓			
3	Are there large-print versions of information about the building/activities available?		✓		
4	Is there braille information available for people with visual disabilities?		✓		

### **9 of 9      Means of Escape**

	<b>Question</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>	<b>Action Point</b>
1	Is there a visible as well as audible fire alarm system?	✓			
2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?		✓	Some final exit routes are not accessible to wheelchairs users, unless accessible lifts are used. Lifts on site are not fire safe	To review how easy it is to make a lift fire safe. Review specification for Phase 2a lifts, particularly in the context of building regulations
3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓			
4	Is the evacuation strategy checked regularly for its effectiveness?	✓			
5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓			
6	Are all fire warning devices and detectors checked routinely and regularly	✓			