



Accessibility Audit & Plan

25/02/2021

Eastbrook School

Dagenham Road, Dagenham,
Essex, RM10 7UR
Eastbrookschool.org
020 3780 3609



School Type	Local Authority Maintained
Pupil Age Range	Straight Through
Most recent Ofsted rating	Requires Improvement
Head Teacher	Executive Headteacher Mr Paul Campbell campbelp@eastbrookschool.org Headteacher Secondary Mr Paul Frith frithp@eastbrookschool.org Headteacher Primary Mr Evan Hollows hollowse@eastbrookschool.org
SENCO	Mrs Nicole Rowson - rowsonn@eastbrookschool.org
Lead Officer re Site & Facilities	Mrs Lin Southan - southanl@eastbrookschool.org
Next Audit & Plan due by	25/02/2024

**This report can be provided in large print or Braille on request,
or read with a “text to speech” reader pen.**



Thank you for choosing us

We are an established business who focus exclusively on providing Access Audits for Schools in UK; from Nursery Schools, to Primary and Secondary Schools in all educational sectors.

We advise you on how to make 'reasonable' adjustments to your school. This does not always need to be costly. We identify obstacles to access, look at the options for removing these, and make clear recommendations to you.

Since setting up Equality Act Audits in 2010, we have undertaken Access Audits in the UK on over 1000 schools, helping them with their accessibility plans and SEN policies, advising Headteachers and SENCOs on 'reasonable adjustments' to be made to comply with the Equality Act 2010.

SEN Policy

We can also provide a detailed and bespoke SEN policy for your school, should you need one. We will liaise with your SENCO to establish the present needs of your pupils and the resources you have available. Please contact us for a quotation.

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1. Executive Summary

An Accessibility Audit of Eastbrook School was commissioned by Mrs Lin Southan, the school business manager. The audit visit took place on **25.02.2021** Further information was obtained from the school website and by pre-visit questionnaire.

Eastbrook School is a coeducational primary school, secondary school and sixth form located in Barking and Dagenham, London. Eastbrook School enables all young people to develop and follow their ambition with confidence. Excellent teaching, preparation for challenge and a coaching culture ensure that all can make exceptional progress. Their inclusive ethos ensures equality and justice for all. They all contribute to a fair, confident and purposeful community in a welcoming, supportive and stimulating environment. Students are supported in developing safe and increasingly self-regulated behaviours that contribute to their own success and the well-being of others.

At Eastbrook we believe passionately in the importance of inclusion and equality for all children and adults, and strive to ensure these values are at the heart of their practices. Eastbrook is an inclusive school where they focus on the well-being and progress of every child. They have high expectations of all their children. To ensure they achieve their potential they engage a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. Children with special educational needs are catered for within their own class and, where useful, may be withdrawn for short periods to work with a specialist adult, individually or in a small group. Similarly, children who are identified as gifted or talented, demonstrating a particular aptitude in a curriculum area, will be given opportunity to extend their learning in class, and may have opportunity to work on challenges outside the classroom.

They are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. They aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The school seeks to promote awareness, understanding and respect for diversity in our world. This is achieved through the celebration of special days and festivals; an engagement with awareness raising events such as national Refugee Week; and the embedding of lessons learned through the achievements of individuals from diverse backgrounds across disciplines and through history.

The school works with students with a diverse range of Special Educational Needs and Disabilities (SEND). The school has two Additionally Resourced Provisions (ARP's) for secondary age pupils, specialising in SLCN (speech, language and communication) and SEMH (social, emotional and mental health).

Access to the Building

The Primary school is housed in one building and the secondary school 2 buildings, one for core subjects and one with specialist rooms.

The new buildings were designed carefully to ensure full access for all and are fully accessible to all pupils, including wheelchair users. There are lifts from the ground floors to the second floors. Main entrance doors are automatic and all offer level access. There is plentiful disabled toilet provision, hygiene room and changing/showering facilities.

The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. Annual reviews of physical accessibility will be undertaken.

Not all adjustments required are costly and there are some small issues that can be solved and achievable for little financial outlay, if any. For example, ensuring alarm cords are not tied up, providing high backed chairs with arms in reception and staff rooms and replacing any signage in uppercase into lower case.

Access to the Curriculum

All children have equal access to the curriculum.

The school clearly makes every effort to be as inclusive as possible and offers all children access to their broad curriculum. The school is also aware that 'reasonable adjustments' must be made in some areas in order to ensure all children are included in all areas of the curriculum. The school also endeavours to work closely with parents through the stages of the child's school life, including parents in the school community.

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. Teachers understand that it is extremely important that they identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils.

Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaise closely with the assessment co-ordinators to analyse data and individually track pupils who are experiencing difficulties. Class teachers discuss any concerns with the SENCo and Assessment Coordinators. If further action is deemed necessary, the parents are informed immediately.

Students with significant health needs have Healthcare Plans, drawn up by the school in conjunction with parents/carers and associated medical professionals.

The school makes appropriate provision and trains staff as required to accommodate students with particular needs.

All students will access the curriculum and setting in core subjects which will allow students to make rapid and sustained progress regardless of their starting point.

Class sizes will remain reasonable (typically below 30) and additional interventions and support for numeracy and literacy will support students to access the curriculum.

The school is inclusive in line with its philosophy and legal requirements and there are no known barriers to any child accessing classrooms, activities or any part of the curriculum.

The school will review at least annually the disability profile of the cohort and adjust provision and plans as required. In addition to this annual review the school will assess the needs of any new or prospective in-year transfer.

Access to information

The website contains all of the information available to parents and students that is required.

School signage is large enough (large font) and at a height which can be read easily by any student including those in wheelchairs.

School signs make clear where access points and exits points are including disabled signs and disabled toilets.

IWB technology enables all students to access information readily regardless of their disability and is adjusted, where appropriate for students, known to the school already, who suffer hearing loss.

Where appropriate, disabled students are equipped with laptop, iPad, reading pen or other new technologies to assist them in accessing information and learning including practical subjects such as technology and PE.

Where appropriate and if required, specialist ergonomic furniture will be purchased to enable those with a disability to learn.

It is for the School's Senior Leadership Team and Management to take ownership of actions to improve accessibility, in the context of the many competing demands schools face. The priorities suggested in the Accessibility Action Plan may be helpful in that regard.

It is suggested that the school's own development and improvement plan (SIP) contains targets linked to this Accessibility Action Plan, to encourage allocation of staffing and budget resource to support further improvements to accessibility.

Links to enable school staff to access guidance and support is provided in Section 14.

Covid-19 and Accessibility

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. Coronavirus remains in the community and this puts schools under a great deal of pressure to balance minimising any risks by maximising control measures, while still providing a full educational experience for their pupils.

The school has complied with health and safety law, which requires them to assess risks and put in place proportionate control measures. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise the potential for contamination so far as is reasonably practicable

The school has taken reasonable steps to protect staff, pupils and others from coronavirus.

Accessibility has also been considered and the school has ensured that all new measures promote an inclusive environment.

As well as maintaining social distancing wherever reasonably possible, the school has also put in place an enhanced cleaning schedule including more frequent cleaning of classrooms or shared areas.

Frequently touched surfaces are also cleaned more often than normal and pupils are encouraged to wash their hands more frequently.

School life is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn therefore we need to ensure all pupils can return to school sooner rather than later. The school has created a safe learning environment for all pupils and a safe working environment for their staff.

Equality Act Audits relationship with Eastbrook School does not end with the submission of this document. We remain available by telephone or email for further discussion, advice and support throughout the currency of this audit. We especially welcome feedback regarding your progress. Please do share your success stories with us.

Thank you for the opportunity to work with the school, and the hospitality extended during our visit to the school. We look forward to having the opportunity to support the school again, should you kindly choose to reappoint us.

Auditor name, post nominal qualifications

A handwritten signature in black ink that reads "L.K. Mufud". The signature is written in a cursive style with a large, looped 'M'.

08/03/2021

For Equality Act Audit

