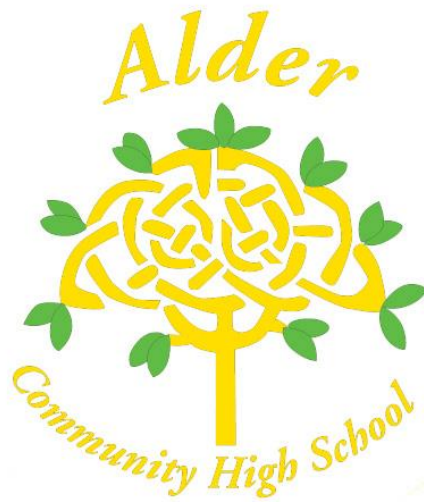


Accessibility Plan

Alder Community High School



Policy Author:	Headteacher	
Approved by:	ACHS Governing Body	Date: March 2022
Last reviewed on:	March 2022	
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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

Alder believes that all our students should be treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We work to ensure all our students needs are understood and we aim to enable them to participate fully in all aspects of school life.

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, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TA	PERSON SPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school ensures that all students are in the right academic set to support a students need. • We offer a differentiated curriculum to ensure access for all learners. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability and the progress is viewed in line with school assessment policies. • Targets are set effectively including appropriate levels of challenge and aspiration for pupils with additional needs 	<p>Short term:</p> <p>To enhance use of intervention to increase basic learning skills for learners with additional needs to enable full curriculum access.</p> <p>Medium term:</p> <p>To develop existing quality assurance processes to identify areas for improvement with curriculum access.</p> <p>Long term:</p> <p>To review the curriculum in line with new systems to ensure students are catered for in all subject areas and to ensure inclusion of role models for disabled students.</p>	<p>Review current interventions.</p> <p>Develop literacy and numeracy curriculum area.</p> <p>Draw up criteria for quality assurance.</p> <p>Complete observations etc. in line with criteria.</p> <p>Generate report in line with whole school criteria.</p> <p>Review curriculum offer for SEND learners through departmental curriculum plans.</p>	<p>JBI/ EWH</p> <p>JBI/ Excellence team</p> <p>JBI/ Excellence team</p> <p>JBI/ Excellence team/ Curriculum leaders</p>	<p>June 22</p> <p>July 22</p> <p>September 22</p>	<p>Improved reading and spelling age will enable student access to the curriculum.</p>

	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TA	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • All areas of the school are accessible with wheelchair or for those with reduced mobility. • The lift is central to ensure that school is fully accessible. • Corridors are wide enough to support students with reduced mobility or who need wheelchair access • Doors have fixings to stay open unless in a fire alarm. • Disabled parking bays available at the front of school. • Disabled toilets and changing facilities are available on both floors and are placed around all areas of school. • Equipment available to elevate desks to enable access for wheelchairs. • Passes available for students who require additional time to get between lessons but also to enable move around whilst the corridors are quiet. 	<p>Short term:</p> <p>To review use of disabled changing and toilet facilities.</p>	<p>Walk around all disabled facilities to ensure all are fully accessible and have all relevant equipment.</p>	JEA/ Mitie	June 22	All disabled toilets will be clear, resourced and fully accessible
		<p>Medium term:</p> <p>To ensure all curriculum areas and classrooms are fully accessible.</p>	<p>Walk around curriculum areas and supply staff with checklist to ensure access.</p>	JBI/ JEA/ EWH Mitie	July 22	All classrooms and public spaces will be accessible.
		<p>Long term:</p> <p>Review resources in all curriculum areas for resources to improve access to physical environment e.g. table lift, high back stool options, reachable storage etc.</p>	<p>Review resources in school.</p> <p>Purchase additional resources.</p> <p>Provide departments with accessibility resources.</p>	JBI/ JEA/ EWH Mitie	Sept 22	All departments will have an accessibility audit and equipment available.

	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TA	PERSON SPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage including for one way systems. • Large print resources and modifications via sensory support services as required. • Braille modifications supported by the VI team. • Support for staff via sensory support services to enable students to access the curriculum. • Modification of resources to give visual and practical examples as well as verbal/ written. 	<p>Short term:</p> <p>To ensure quality and consistency of signage around school.</p>	<p>Walk round to check all departments and public spaces are signposted including pictorial support.</p>	JEA/ JBI	June 22	All areas will have correct signage.
		<p>Medium term:</p> <p>Departmental audit of resources to ensure accessible versions are available.</p>	<p>Create questionnaire to enable CLs to evaluate accessibility of information and resource.</p>	JBI/ EWH	July 22	All departments will have completed evaluation of resource,
		<p>Long term:</p> <p>Engage support of sensory services to evaluate learning environments.</p>	<p>Set up meeting with sensory support teams to develop guidance to ensure delivery of information is accessible to all.</p>	JBI	September 22	Quality of information checklist available for all staff.

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. The actions will be reviewed as set out in the plan.

It will be approved by the school governing body, health and safety leads, SENDCo and Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- 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.