

# ALDERWASLEY HALL SCHOOL & SIXTH FORM

part of the SENAD Group

## ACCESSIBILITY PLAN



**Approved by:** Sara Forsyth

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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. Our curriculum is designed to prepare our students for adult life by developing the skills, knowledge and understanding they need in order to achieve their personal goals and fulfill their potential. To summarise, Alderwasley Hall School will:

- Improve our students' sense of belonging
- Develop a positive sense of productivity within our students
- Improve our students physical and emotional wellbeing

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
<b>Increase access to the curriculum for all students</b>	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the many varied and complex needs of students who require a range of different levels and types of support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students</p> <p>Targets are set effectively and are appropriate for all students</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p><b>Short Term</b></p> <p>-to ensure that all students have adequate access to the hardware and software to enable remote learning to take place</p> <p>-to ensure that all students have appropriate skills and knowledge to access a remote learning curriculum</p>	<p>Purchase of 30 lap tops</p> <p>Acquisition of 70 Samsung Tablets</p> <p>Installation of appropriate software and applications</p> <p>Purchase of range of software packages to support curriculum</p> <p>Provision of additional resource from current Literacy and Numeracy Specialist team with direct and indirect intervention</p> <p>Lit and Numeracy specialists provide support for pastoral teams to support catch-up learning programme</p>	<p>S Forsyth</p> <p>S Forsyth</p> <p>B Rodgers &amp; P Burrows</p> <p>S Forsyth, D Haber, E Illingworth</p>	<p>End Jan 2021</p> <p>End Jan 2021</p> <p>End Nov 2020</p>	<p>Every student will have immediate and unlimited access to either a lap top or Android tablet with software appropriate to their needs installed and functioning</p> <p>Every student will have the skills necessary to access a remote learning package at a level appropriate to their needs</p>

		<p><b>Medium Term</b></p> <p>-to ensure that the Short-Term Target setting process enables progress to be charted, appropriate and measured</p> <p><b>Long Term</b></p> <p>-to ensure that the details and impact on learning of the variety of needs of students are understood by all contact staff</p>	<p>Survey opinions of staff</p> <p>Revise process</p> <p>Implement process</p> <p>Implementation of annual CPD – Reading Groups focusing on a particular area of need</p> <p>Production of a range of presentation/workshops to be hosted via the Virtual College Website for all contact staff to access</p>	<p>B Vega</p> <p>B Vega</p> <p>B Vega &amp; E Michell</p> <p>S Hart, P Burrows</p> <p>E Illingworth &amp; S Forsyth</p>	<p>End Oct 2021</p> <p>July 2022</p>	<p>The target setting process will have been revised and audits will show that targets are appropriately challenging with a clear focus on future pathways</p> <p>All staff will have a CPD portfolio of learning (online) that illustrates a broad breadth of skills and knowledge appropriate to their sphere of influence and experience</p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps where required and allowed in accordance with the listed buildings status of our sites</li> </ul>	<p><b>Short Term</b></p> <p>-to ensure that Cherry House has wheelchair accessibility</p>	<p>Survey of need to be completed when required</p>	<p>P Munyard</p>	<p>When required</p>	<p>This area of our school will have open access for a wheelchair user</p>

	<ul style="list-style-type: none"> <li>• Lift at Upper Site</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Accessible toilets and changing facilities</li> </ul>	<p><b>Medium Term</b></p> <p>-to ensure that visual contrasts on all stairs are adequately in place</p> <p><b>Long Term</b></p> <p>-To ensure that all lighting meets all requirements for all learners and staff</p>	<p>Provide contrasting colour nosings to stairs as ongoing maintenance work</p> <p>Replace and fit supplementary lighting during all refurbishments to all areas</p>	<p>P Munyard</p> <p>P Munyard</p>	<p>Ongoing</p> <p>Rolling programme - ongoing</p>	<p>There will be improved visual contrast on our stairs, thus providing improved access for all</p> <p>Lighting levels will meet needs of all</p>
<p><b>Improve the delivery and provision of information for all students</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops available in certain areas of school</li> <li>• Pictorial or symbolic representations</li> </ul>	<p><b>Short &amp; Medium Term</b></p> <p>-to provide uniformity of signage and labelling style in areas used by students (including COVID-19 signage)</p> <p><b>Medium Term</b></p> <p>-to provide a visual representation of the school and homes that is interactive and engaging</p>	<p>Purchase of range of C-19 signage and markings to be issued across sites</p> <p>Audit signage (non-C-19) for uniformity and precision of message</p> <p>Virtual School map produced</p>	<p>S Forsyth</p> <p>S Forsyth</p> <p>J Fearn, E Illingworth and S Forsyth</p>	<p>Ongoing due to pandemic</p> <p>End of July 2021</p>	<p>All rooms and corridors will have a uniformity of information and signage</p> <p>Virtual Map will be in place and positive feedback will be received about this resource from existing and prospective students/families</p>

#### **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 and Facilities Manager.

#### **5. Links with other policies**

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

- Risk Assessment Policy (217)
- Health and Safety Policy Statement (201)
- SENAD Equality and Accessibility Statement (710)
- SENAD Property and Facilities Statement (800)