

# ALDERWASLEY HALL SCHOOL & SIXTH FORM

part of the SENAD Group

## ACCESSIBILITY PLAN



**Approved by:** Sara Forsyth

**Date:** 14<sup>th</sup> March 2024

**Last reviewed on:** 14<sup>th</sup> March 2024

**Next review due by:** End March 2027

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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>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for all students</b></p>	<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>Regular curriculum reviews to take place (at least annually) to ensure full accessibility</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>B Vega</p> <p>S Forsyth, D Haber, E Illingworth</p>	<p>By July - annually</p> <p>End July 2025</p>	<p>Every student will have access to a curriculum that meets their needs and has no barriers to learning and participation.</p> <p>Student satisfaction with their curriculum will be evident</p> <p>Every student will the required access to resources to meet their literacy and numeracy needs.</p> <p>Where Literacy and Numeracy have been identified as a barrier to learning for students, progress will be made over time in this area.</p>

		<p>Implementation of annual CPD – Reading Groups will continue to focusing on a particular area of need</p> <p>Production of a range of presentation/workshops to be hosted via a Teams Channel for all contact staff to access</p>	S Hart, E Illingworth, R Lee & B Vega	July 2024 and thereafter as an ongoing development action	All staff will have a CPD portfolio of learning that illustrates a broad breadth of skills and knowledge appropriate to their sphere of influence and experience
<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> <li>• Lift at Upper Site</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Accessible toilets and changing facilities</li> </ul>	<p>Survey of need to be completed when required</p>	P Munyard	When required	This area of our school will have open access for a wheelchair user
		<p>Provide contrasting colour nosings to stairs as ongoing maintenance work</p>	P Munyard	Ongoing	There will be improved visual contrast on our stairs, thus providing improved access for all
		<p>Replace and fit supplementary lighting during all refurbishments to all areas</p>	P Munyard	Rolling programme - ongoing	Lighting levels will meet needs of all

<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>Virtual School map produced</p>	<p>J Fearn, E Illingworth and S Forsyth</p>	<p>end of July 2025</p>	<p>Virtual Map will be in place and positive feedback will be received about this resource from existing and prospective students/families</p>
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#### **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 (202)
- SENAD Equality and Accessibility Statement (710E)
- SENAD Property and Facilities Statement (800)