



Alderman White School

A member of The White Hills Park Trust

# Accessibility Plan Policy

**Review Date: June 2021**

**Author: D Farnie**

**(Deputy Headteacher)**

**Reviewed by:**

**Ratified on Behalf of the Governing Body by:**

<b>Name: Clare Goodyear</b>	<b>Signed:</b> 
<b>Date: June 2021</b>	<b>Next Review: June 2023</b>

## 1. Aims

Lead by our INSPIRE (Integrity, Nurture, Success, Perseverance, Innovation, Responsibility, Engagement) values at Alderman White School our aim is for all learners to access a broad and balanced curriculum in a safe learning environment and there will be clarity of provision for them. All learners are valued and every child matters.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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 students with SEND can participate in the curriculum.*
- *Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.*
- *Improve the availability of accessible information to students with disabilities*

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding SEND 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.

The plan will be made available online on the school website, and paper copies are available upon request.

## 2. Legislation and guidance

This plan has been created to meet 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 - 3 -

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Links with other policies**

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

Attendance

Admissions

Anti-bullying

Safeguarding

Equality

Special educational needs and disabilities (SEND)

SEND Local offer

Action Plan:

Action	Strategies	Timescale	Responsibility	Monitoring	Success Criteria
<b>ACCESS TO CURRICULUM</b>					
Enhance use of computer technology in class and for exams and assessments to increase curriculum access for students with identified SEND.	<p>Hardware reviews and updated equipment purchased on a rolling programme to SEND laptops.</p> <p>Students offered Chromebooks as an option.</p> <p>Read &amp; Write software available to all students as appropriate.</p> <p>Examination computer access reviewed and updated as required.</p>	Ongoing as required – unless needs of students in school require immediate action.	Trust ICT Lead. ICT Technician. SENDCo Deputy Headteacher Exams Officer	Leadership Teams Governors	Access to appropriate computer technology will be improved for all students with SEND. Barriers to learning are removed and student engagement and achievement improves.
Reflect identified areas of need in lesson planning and delivery.	<p>Incorporate Quality First Teaching into all planning and lesson delivery.</p> <p>Ensure that appropriate courses are accessible at KS4 for all students with SEND.</p> <p>Ongoing programme of staff training in SEND awareness to reflect current changes &amp; diverse needs of</p>	Ongoing throughout academic year	All staff	Leadership team SENCo  Governors	Improved access to curriculum for all students.

	<p>students within the schools.</p> <p>Purchase of resources as required to increase student participation.</p>				
<p>Prioritise student participation in school activities.</p>	<p>Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it.</p> <p>Ensure through reasonable adjustments that all school activities and trips are accessible to all students with SEND.</p> <p>Ensure PE activities are accessible by all, include activities that do not need physical strength.</p>	<p>Ongoing</p>	<p>All staff</p> <p>Directors</p>	<p>Leadership team</p> <p>Governors</p>	<p>Increased participation in school life for students with disabilities.</p>

**ACCESS TO THE PHYSICAL ENVIRONMENT**

<p>Ensure that classrooms are optimally organised for disabled students within current restraints.</p> <p>Identify needs and actions for future improvements.</p>	<p>Plan classrooms in accordance with student need.</p> <p>Organise appropriate resources within classrooms to reflect student need.</p> <p>Incorporate accessibility into any proposed structural</p>	<p>Ongoing through academic year</p>	<p>Teachers</p> <p>HODs</p> <p>SENCo</p> <p>Site Staff</p>	<p>Governors</p>	<p>Appropriate use of resources for diverse needs of students with disabilities.</p>
---	--	--------------------------------------	--	------------------	--

	alterations within the site. Provide appropriate equipment to increase access to classrooms as required.				
Ensure that access to school buildings and site can meet diverse student needs.	Incorporate accessibility into any proposed structural alterations within the site.  Regularly review and implement any relevant modifications to improve site access including ramps, door frames and signage/coloured railings.	Ongoing  Ongoing  Ongoing	Leadership Team  Site Staff	Governors	Access to school buildings and site improved.
<b>ACCESS TO INFORMATION</b>					
Staff training	Ensure all staff are up to date with responsibilities for SEND in accordance with new legislation.  Raise awareness of the consequences of disability-related harassment & difficulties with students and staff.	Ongoing	SENDCo Leadership Team	Governors	All staff express confidence in understanding roles and responsibilities in relation to SEND.
Availability of newsletters and school documents in alternative formats to	Communication in Large print, audio formats and alternative languages as required.	Ongoing	Leadership Team	Governors	All information to students with disabilities and parents

meet needs of students and parents/carers including EAL.	Use of pastel paper for documents given to those with dyslexia.				/carers will be maintained.
--	---	--	--	--	-----------------------------