

Alderman Peel High School

Accessibility Plan



Last reviewed on: March 2019

Next review due by: 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

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 Values of Ambition, Pride, Happiness and Success refer to every single student. We believe that no students should have their opportunities restricted because of any protected characteristics.

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 including:

The Wensum Trust, Norfolk County Council, Wells Coastal Hub, charities, other education providers and our local community.

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.

This policy complies with our funding agreement and articles of association.

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>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum to enable all students to make rapid progress</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include different coloured books, paper, IWB displays, larger books, adapted stationary, additional careers support for those who require it (transition to APHS and from APHS)</p> <p>Attainment and progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and adapted swiftly to address the needs of new students admitted to the school.</p>	<p>Monitor the participation rates of students with a disability</p>	<p>KNO</p>	<p>July 2019</p>	<p>Participation rate equal to students with no disability.</p>
<p>Improve and maintain access to the physical environment</p>	<p>Adapted uniform (elastic tie, different shirt for students with specific disabilities who need support.</p> <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves and reception desk at wheelchair-accessible height 				

<p>Improve the delivery of information to pupils with a disability</p>	<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 • Large print resources • Induction loops • Pictorial or symbolic representations 				
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4. Monitoring arrangements

This document will be reviewed by the Local Governing Body every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Health and safety policy
- Equality Policy
- Special educational needs (SEN) offer
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two			
Corridor access	Wide corridors throughout the school			
Lifts	1 lift to Catering, LRC, Drama, Art rooms	Additional lift to provide access to classrooms at rear of school	Site Manager	
Parking bays	Two designated disabled bays at the front of school			
Entrances	Front and rear access is designed to enable disabled access.			
Ramps	Provided at front and rear entrances			
Toilets	Disabled and non-gender specific toilets easily accessible			
Reception area	Spacious to allow access, hearing loop provided, Low desk for wheelchair users.			