



Alderman Peel High School

Accessibility Policy and Plan

1. Schools' Planning Duty

1.1 Schools need to carry out accessibility planning for students with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010: To promote equality of opportunity for disabled people: students, staff, parents/carers, carers, visitors and other people who use the school or may wish to; and

To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2 According to the Act, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.' The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3 This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 In accordance with the Act the plan focuses on three 'key areas':

Increasing the extent to which disabled students can participate in the school curriculum;

Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;

Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

1.5 It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached, showing the priorities identified for action along with how they are to be addressed within a given timeframe. A series of success criteria has been set so progress and outcomes can be measured.

1.6 The plan is to be reviewed and updated at least every three years but revisited annually.

2. Schools Aims

2.1 At Alderman Peel High School we are committed to establishing equality for all students, their parents/carers, staff, visitors and other users of the school, as stated in the Mission Statement and Values of school.

2.2 In drawing up this Accessibility Plan, the school set out the following priorities:

To provide safe access throughout the school for all school users;

To ensure that the learning and teaching environment and the resources used are suitable for all staff and students, tailoring the requirements and making *reasonable* adjustments to suit individual needs.

To provide training to all staff regarding the needs of disabled people and how to make reasonable adjustments that enable them to enjoy the school experience as fully as possible.

2.3 Alderman Peel High School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs Policy
- Special Educational Needs and Disabilities (SEND) Information Report
- Safeguarding Policy
- Health and Safety Policy
- Staff Related Policies - e.g. Risk Assessment, Return to Work etc.

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Good Practice which supports this duty

3.1 Current Activities: Increasing the extent to which disabled students can participate in the school curriculum

3.2.1 Alderman Peel High School has close working relationships with its feeder primary schools and thorough transition arrangements take place in the Summer Term before transfer. This may include multi-agency meetings with parents/carers/carers and all professionals who are involved with supporting the child.

3.2.2 The school SEND policy ensures that staff identify, assess and arrange suitable provision for students with special educational needs and/or disability. Working closely with Norfolk LA SEND, Outreach Services, Health Professionals and the Educational Psychologists, the SENCO manages the Education, Health and Care Plan process, ensuring that additional resources, including staffing, are allocated where appropriate.

3.2.3 The school's pastoral team also provides additional support for students and supports teachers in implementing strategies for improving students' behaviour and access to learning.

3.2.4 The school works closely with specialist services, including:

- Hearing Impairment Service
- Visual Impairment Service
- Physical Disability Support Service
- Educational Psychology Service
- Special Educational Needs Support Service
- School Nursing Team

- GPs and Paediatricians
- CAMHS
- Occupational Therapists
- Physiotherapists
- Counselling Service

3.2.5 The school's governors, teachers, teaching assistants and support staff have a wide range of qualifications, training and experience of working with students with a varied range of needs, including:

- Hearing Impairment Visual Impairment Physical Disability
- Specific Medical Conditions, including Asthma, Eczema, ADHD and Diabetes Specific Learning Difficulties, including Dyslexia, Dyspraxia and Dyscalculia Autism
- Speech, Language and Communication Needs
- Emotional Difficulties, including Attachment Disorder or Bereavement Developmental Disorders, e.g. Foetal Alcohol Syndrome
- Profound and Multiple Difficulties, including Specific Genetic Disorders Physiotherapy

3.2.6 Facilities and support currently on offer in school include:

- Specialist areas and support for individual or small-groups
- Access to Early Help and other agencies through Pastoral Team
- SENCO
- Counselling
- Access to the LA Special Educational Needs Support Service
- Access to the Educational Psychologist
- Access to the Visual and Hearing Impaired Team
- Access to Autism specialists
- Access Technologies
- Range of Literacy and Maths Interventions
- Specific Learning Difficulties Interventions
- Access to ALL extra-curricular activities and clubs, school visits, residential trips, instrument tuition
- Advice and support from the School Nursing Team
- Use of diagnostic assessments, Dyslexia and Dyscalculia screening,
- Cognitive Abilities Tests (CAT)
- Transition arrangements, planning and support

3.2.7 Alderman Peel High School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all students. Resources and activities are chosen to show disability and diversity positively.

3.3 Current Actions: Improving Access to the Physical Environment of the School.

3.3.1 This element of the planning duty covers all areas of the physical environment, such as external areas, buildings and fixtures and fittings.

3.3.2 There are very few parts of the school to which disabled students have limited or no access following the use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community e.g. there is no lift facility to access first floor maths and English classrooms.

3.3.3 In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4 Current Actions: Improving the Delivery of Information to Persons with a Disability

3.4.1 School staff are aware of the services available for converting written information into alternative formats.

4. Review and Implementation

4.1 The Accessibility Policy and Plan is reviewed annually by the LGB

4.2 The review will look at each action and assess whether the success criteria have been met. Any actions that are incomplete or require further attention will be carried forward to the next action plan.

4.3 To allow the school to track progress and demonstrate how it is actively fulfilling its duty, this will be a working document where actions will be regularly reviewed.

Accessibility Plan 2018-2019

Last updated April 2018

Area to improve	Action required	Deadline for completion	Cost	Lead	Comments
Two sets of double doors from PE to rear carpark and to the quad.	Overcrowding due to additional pupils is causing “flow” issues and potential danger for pupils who are less mobile due to injury or disability	September 2018		EKO	EKO seeing costs
Evacuation	Follow all recommendations from Fire Risk Assessment commissioned by Wensum Trust	September 2018		EKO	Work underway
Stage	Handrails to stage to be erected	September 2018		EKO	
Ease of sight	Annual painting of lines on steps	September 2018		EKO	

