

Accessibility plan

Alder Brook



Contents

1. Aims	1
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	4
Appendix 1: Accessibility audit	5



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 school's missions statement;

“Alder Brook values every individual and strives to develop the whole child. Alder Brook provides a safe, nurturing environment for pupils with social and emotional needs whilst ensuring academic progress. We aim to provide a creative and exciting, inclusive curriculum that all our children enjoy, building their self-confidence and ultimately provide every child with the necessary tools to become successful in the future.”

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 being taken/ to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>Curriculum 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.</p>	<p>SEN Team review resources on site to meet the needs of pupils who require support to access the curriculum.</p> <p>Through pupil progress meetings midtermly progress is tracked and discussions with SENco and subject leads to ensure curriculum is differentiated and meets the individual needs of each pupil. Also ensuring targets are effective and appropriate with interventions daily.</p>	<p>SEN Team</p> <p>SENco Subject leaders, Headteacher</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>	<p>All children can access the curriculum fully with or without SEN/D</p>
Improve and maintain access to the physical	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<p>Ensure the whole environment is adapted and resources are available such as ramp to playground areas.</p>	<p>Site manager</p>	<p>July 2019</p>	<p>All children can access the physical environment</p>

environment	<ul style="list-style-type: none"> • Ramps • Corridor and door width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • School is all on ground floor level 		Health and safety officer/ Headteacher		in and out of the buildings fully with or without SEN/D
Improve the delivery of information to pupils with a disability	<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 • Braille, where needed • Pictorial or symbolic representations 	Ensure the whole environment is adapted and resources are available for children to be able to access all the information.	SENco Subject leaders, Headteacher	ongoing	All children can access the information fully with or without SEN/D

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.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey			
Corridor access	Wide			
Parking bays	Disabled parking bays			
Entrances	Wide doorways			
Ramps		Ramp to access rear playground area and external door in Sunrise classroom	Site manager/ Headteacher	July 2019
Toilets	Disabled toilet			
Reception area	Spacious, wide door entrance			
Internal signage	Accessible for all users with large font and images.	Signage to include large font and images.	Subject leads, safeguarding officer, SENcos	March 2019
Emergency escape routes	Sign posted and accessible by all in	Ramp outside to rear playground and external door in	Site manager/ Headteacher	July 2019

	place	Sunrise classroom		
--	-------	-------------------	--	--