Alderbrook School | Alderbrook Sixth Form

Accessibility Plan

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Contents

Aims

1   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

2   At Alderbrook, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

3   Alderbrook values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

4   As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The Trustees, Headteacher, SENCO and all other members of staff have important responsibilities.

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

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

7   The school supports any available partnerships to develop and implement the plan.

8   Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

9   We have included a range of stakeholders in the development of this accessibility plan, including staff, trustees and parents/carers.

Legislation and guidance

10   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.

11   The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

12   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.

13   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.

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

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives What is to be achieved and by when?	Actions to be taken What needs to be done to reach the objective and by whom?	Performance Criteria How will we know when we've got there?	Monitoring / Evidence /Evaluation What will be our evidence? By whom and when will the evidence be scrutinized? By whom, when and how will impact be evaluated?
Increase access to the curriculum for pupils with a disability	Whole school focus on ensuring students with SEND are high priority, along with all other vulnerable students.	Headteacher and SENCo to reinforce SEND students as high priority to all staff	Students with SEND to be recognised as priority students along with PP.	All staff to ensure SEND students are a priority in all aspects of school life
	Workshops for students and parents on how to support their child with entitlement to access arrangements (BAM)	BAM to calendar workshops for parents and students and evaluate impact of these.	Parents and students will feel confident in knowing what access arrangements are and how best to support their child.	Questionnaires to collate responses to workshops and impact on assessments and examinations. Teachers and SSAs to feedback to BAM on how students are using their access arrangements.
	Introduce Inclusion Partners in each faculty to ensure focus on students with SEND and PP students	SEND representatives from each faculty to be appointed. Aim is to ensure SEND is whole school and a priority for all members of each team.	Staff from all areas of the curriculum to feel involved and included in how we improve our provision for students with SEND	Information given to Inclusion partners to be communicated to staff during staff meetings. Improvements can be implemented and progress monitored during lesson observations, work scrutiny, pupil voice, feedback from parents and staff.

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	All SEND students to have lesson materials that are accessible.	Provision map to be updated regularly with key information; staff to use this to have resources in appropriate form for all students.	Students with SEND to make more progress as they have access to the resources they need.	SLT Drop ins/M&E from SENCo and student development team
	To ensure students using a laptop as their normal way of working can do so with ease and efficiency, making use of reliable access to Wi-Fi, internet, email and instant printing.	IT Support Team to advise how to improve laptop connectivity to Wi-Fi across the whole school site, to increase speed and ease of use including log in, internet, email, saving and printing. Teachers to ensure students have access to lesson content online/email so they can achieve good outcomes without compromising their need to use a laptop as their normal way of working. Teachers/TAs to model effective laptop use.	Students will have confidence in the school IT provision and be able to use their laptop effectively at school without compromise. Laptop users will be able to access all lesson content. Students will be able to access information online, email work to teachers and print work in a timely manner.	Student Development staff to collect feedback via student voice. Teachers and SSAs to feedback to SENCo/Deputy SENCo on how students are using laptops.

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Improve and maintain access to the physical environment	In recent years, the school has undergone limited improvements in this area, with hand rails installed to the entrance to Cartwright. Cartwright playground has been re-tarmacked. There needs to be further work to the surfacing across the site to make it more even.	Once new build complete, review areas that still need leveling and resurfacing and implement works.	Improved access to all parts of site for all students.	Annual review of site, pupil voice
	New build and related works ensures further accessibility to disabled students	Resurfacing works of key areas of the site New lift to be installed in new block. (July 2023)	Successful completion of new build at centre of site by July 2023.	Progress meetings with LA and contractors throughout academic year.
	Students to be able to move around the school site safely.	Leave early passes to be issued to any student who has a physical disability so that they can move safely through corridors without other students present.	Improved access to classrooms and buildings for lessons.	Pupil voice

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Improving access to education, benefits, facilities and services (the whole life of the school)	Autism update training to be delivered to all staff over the year in the format of Good Autism Training in line with the AET.	SISS Autism team to lead a development meeting in November (Making Sense of Autism) Student Development team to run termly workshops on Autism for staff to access.	Staff will have a greater understanding of Autism. Staff will feel better equipped with strategies and will be able to employ them in their daily teaching.	Strategies can be implemented and progress monitored during meetings, lesson observations, communication between staff and Student Development.
	Mental Health training for staff to focus on anxiety and a separate session for anxiety and ASD.	Mental Health First Aid training to be completed in September 2022 for pastoral staff. Training for pastoral and support staff on students with ASD	Staff feel confident in supporting students and dealing with mental health first aid. Students feel supported by staff	Staff and student voice Pastoral monitoring

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	To ensure written information and communication is accessible to all.	SENCo and team to provide a range of reading aids and online apps at school, including but not limited to: Students: Readers (where appropriate), reading pen, magnifying aids, coloured overlay, TEAMS, Class Charts. Parents: SENCo and team to ensure access to up to date SEND information via school website. Headteacher to offer parents the option to receive written communication in their preferred accessible format. SENCo, Deputy SENCo and Team to provide additional information or explanation of information if required by parents.	Students will be aware of the reading aids available. Students will be confident in understanding how and where to access reading aids and how to use them effectively. Parents will be able to successfully access all school communication. Parents will feel confident knowing who to contact at school for additional information or clarification.	Ongoing – Student Development staff to collect feedback via student voice. Parent feedback via annual review and SEND Support review meetings.

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	To improve support for and communication with parents of young people with SEND.	SENCo and Student Development team to develop transition drop ins for SEND parents in September 2022. Parent/Carer voice sessions to continue in September 2022	Parents will feel supported by school staff and each other. Communication between staff and parents will be improve.	Feedback from parents and staff

Monitoring arrangements

15   This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and SENCO.

16   It will be approved the trustees.

Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy