

# ALDWORTH SCHOOL

## ACCESSIBILITY POLICY AND PLAN

**Distribution:** All teaching staff  
All Governors

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**Date initiated:** November 2006

**Date of last review:** November 2019

**Date for next review:** November 2020

## Section 1: Rationale

At Aldworth School we are committed to giving all of our students every opportunity to achieve the highest of standards and become equipped for life by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children, reminding them that 'better never stops'. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder or exclude students. The achievements, attitudes and wellbeing of all our students matter.

The Department for Education (DfE) has published advice on the Equality Act (2010) for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Equality Act (2010) defines disability as *"... a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities"*.

This accessibility plan incorporates aspects of the School Development Plan and pays due regard to government law and local County Council directives, including the Equality Act (2010), The Children and Families Act (2014) Part 3, which links in to the SEN Code of Practice (2015), and to previous legislation including the SEN and Disability Act (2001), The Disability Discrimination Act (1995), and Basingstoke County Council's Schools Accessibility Strategy (2017 - 2019). We also work closely with the Specialist Teacher Advisor for Physical Disabilities.

The purpose of this accessibility plan is to set out the school's priorities and proposals to increase access to school education for students with disabilities.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students under part 4 of the Disability Discrimination Act. These are:

- not to treat disabled students less favorably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so they are not at a substantial disadvantage; and to plan to increase access to education for disabled students.

We take advice on support needed for children with disabilities and work with external specialists to ensure students have the support necessary to fully include them in school life.

The action plan ensures that:

- the school draws on the expertise of external agencies to provide specialist advice and support;
- the SENDCo has an overview of the needs of pupils with disabilities;
- there are high expectations;
- there is appropriate deployment and training of learning support staff;
- successful practice is shared within the school;
- the school works with other schools; and
- pupils with disabilities have access to extra-curricular activities.

## Section 2: Accessibility plan

The table below sets out how the school will achieve the aims of increasing access to the curriculum for pupils with a disability, improving and maintaining access to the physical environment, and improving the delivery of written information to pupils.

Aims	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the curriculum	<p>Staff have a good understanding of the needs of students and make reasonable adjustments to the curriculum to take into account the varying needs.</p> <p>Information about students' needs is readily accessible and staff use this information to inform their lesson planning.</p>	Develop inclusive, quality first teaching, and support teachers by delivering training to help them with differentiation and scaffolding of work.	On-going training program to be developed for teaching staff.	SHS / CPN	September 2020	Increased access to the curriculum. Needs of all learners met with reasonable adjustments. Lesson observations show that all children make good progress.
	Staff are teaching Key Stage 3 students in mixed-ability groups and have identified that they require additional support to be adaptive and responsive to the needs of students.	Development of curriculum to ensure students have a range of options to support learning needs.	<p>Develop KS4 pathways to meet the needs of all learners.</p> <p>Provide support for students when selecting KS4 options to ensure students are selecting appropriate pathways.</p>	SHS / DGS	September 2020	Appropriate pathways available for all learners. Improvement in KS4 outcomes.

	Students have access to a range of extra-curricular activities and trips.	Appropriate use of specialised equipment to benefit individual students and staff.	Work with external specialist to ensure we have the best available resources and facilities for students.  Additional funding for new equipment and software.	SHS	September 2022	Increased access to the Curriculum. Needs of all learners met with reasonable adjustments.
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Improve and maintain access to the physical environment	Large areas of the school are wheelchair accessible, and there are long term plans in place to improve accessibility.  Height adjustable tables when required and these are available in any classroom which requires it.	Consider the physical needs of all students within the environment in all programmes of renewal, maintenance and rebuild.	Ensure any future renovations or building projects are compliant and meet the needs of all learners.	SHS / KTR	On-going	Any future renovations or building projects consider the needs of learners and are fully accessible for all students
	Specialist equipment is available in practical subjects to improve accessibility. Staff are aware of how to incorporate this equipment into their lessons to ensure students who require adaptations are included in lessons.	Improve the physical environment for all pupils with disabilities.	Provide an outdoor space for vulnerable children to use at break and lunch time.  Ensure maintenance of existing facilities, signage and equipment.	SHS	September 2022	Students have access to a specially designed outdoor space for break and lunch.
	Work has been carried out this year to renovate the existing physiotherapy area. Facilities for PD students are excellent and the school has dedicated spaces for physiotherapy and personal care. The school has well equipped disabled toilets.  All stairways have handrails and step edges are well-defined.	Ensure facilities are able to cater for increasing numbers of students with more complex needs.	Explore options for purchase and on-going maintenance of additional specialist equipment.	SHS	September 2022	The school is able to meet the needs of a growing number of students with accessibility needs.

	<p>Ramps allow all areas of the school to be accessible.</p> <p>Students have access to a safe space at break and lunch time, however there is not currently an outdoor space for students to use.</p> <p>The school has dedicated disabled parking and one of the minibuses is specially designed to transport PD students.</p>					
<p>Improve and maintain access to information</p>	<p>A high visibility version of the school website is available.</p> <p>Written materials are available in different formats on requests.</p>	<p>Increase availability of written materials in alternative formats.</p>	<p>Ensure written materials are adapted if required and are available electronically and in paper formats.</p>	<p>SHS</p>	<p>September 2020</p>	<p>Written information available in alternative formats on request and users know how to access alternative formats.</p>
		<p>Ensure website is accessible.</p>	<p>Further utilise accessibility features to ensure website is fully accessible to all users.</p>	<p>SHS / ACS</p>	<p>September 2020</p>	<p>Website is accessible to a range of users including those with Hearing or Visual impairments</p>
		<p>Consider if there is a demand for additional support for visitors with hearing impairments.</p>	<p>Explore options to have hearing loops fitted in reception.</p>	<p>SHS</p>	<p>September 2020</p>	<p>Cost-benefit analysis completed to determine if there is a demand for additional support for Hearing Impaired visitors.</p>
		<p>Increase awareness of school routines and expectations for visitors with disabilities.</p>	<p>Make all visitors aware of emergency evacuation procedures and security considerations when on the school site.</p>	<p>SHS</p>	<p>September 2020</p>	<p>Information leaflet for visitors outlining what to do in the event of an emergency.</p>

### Section 3: Access audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Ground and first floor across the majority of the site. Dartmouth block is 3 storey building and top floor is not accessible to wheelchair users due to fire regulations.	None required		
Corridor access	Most corridors are wide enough to allow safe passage of physically impaired pupils provided they leave lessons 5 minutes early.	None required		
Lifts	There are 4 lifts across the school site; one in each block. There are also 3 additional disabled specific lifts for additional access in Salisbury, Dartmouth and to allow students to access the stage in Portsmouth.	None required		
Parking bays	The school has 75 parking bays, 3 of which are designated disabled bays and 1 visitor bay.	None required		
Entrances	Entrances are all accessible.	None required		
Ramps	There are ramps at main and minor entrances. All other entrances are level.	None required		
Toilets	There are 37 toilets on the premises and 11 of these are disabled toilets; 2 of which are ambient.	None required		

Reception area	Reception is fully accessible for guests, students and staff.	None required		
Internal signage	Internal signage is consistent, visible for those with visual or physical impairments and to support students they have a thorough induction process and assistance is provided to visitors and PI students.	None required		
Emergency escape routes	Students, staff and visitors are made aware of emergency escape routes and procedures should evacuation be necessary.	None required		

Approved by: .....

Date: .....

Next review date: .....