

# ALDERCAR HIGH SCHOOL

## ACCESSIBILITY PLAN

<b>Date reviewed:</b>	December 2025	<b>Review planned:</b>	November 2026
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Approving Body	The Governing Body
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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 school prides itself on being an inclusive school. We are committed to the fair and equal treatment of all individuals and we will always work towards improving access to the physical environment, to the curriculum and to the provision of information.

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.

Aldercar High School is part of the Embark Federation

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.

## 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 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.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>There is a whole school focus on reading. Students are screened on arrival to determine reading ages and significant difficulties will be addressed through a reading intervention programme. All students will benefit from DEAR and DEAL time.</li> <li>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</li> <li>Recruit specialist support staff where appropriate to ensure that we have the expertise and capacity to provide support to students with SEND.</li> <li>PE curriculum adapted to suit the needs of learners. This includes accessibility of equipment and activity.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to undertake training on reading interventions.</li> <li>Teaching staff training on Reading</li> <li>Staff to be given information on student needs to inform planning.</li> <li>Curriculum will be adapted in response to changing needs.</li> <li>Continually review the needs of our students to identify the staff required at recruitment phases.</li> <li>Use recommendations from OT and PT services. Purchase alternative and adapted equipment where necessary</li> </ul>	<p>SENCOS Teacher of Literacy</p> <p>SENCOS Pastoral Staff DHT Curriculum</p> <p>SENCOS Headteacher</p> <p>Head of PE SENCOS</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students with reading difficulties will have an intervention in place. This will improve reading ages and have an impact on progress and attainment.</p> <p>Students with SEND make expected or better than expected progress.</p> <p>Staff have appropriate knowledge and expertise to support students</p> <p>All students have access to appropriate PE activities</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Accessible parking bays</li> <li>• Accessible toilets and changing facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons</li> <li>• Subject teachers ensure appropriate seating plans are in place to support students with specific needs in their access to each room</li> <li>• Maintain clear walkways and paths to support students with VI</li> </ul>	<ul style="list-style-type: none"> <li>• Collate information from feeder primaries and secondaries in advance of transition points and from external agencies to ensure equipment is sourced</li> <li>• Staff are provided with information about students with specific needs and difficulties they may face with access</li> <li>• Students and staff are reminded regularly about the importance of keeping walkways and paths clear.</li> <li>• Students and staff walk on the left around school</li> </ul>	<p>SENCO AHT Pastoral</p> <p>Subject staff SENCO</p> <p>All staff</p>	<p>Ongoing Updated annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students will have full access to the physical environment of school</p> <p>Students identified are seated appropriately in rooms to ensure maximum access</p> <p>Students with VI are able to navigate the school site safely</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Soundfield systems in all classrooms</li> <li>• Communication Support Workers trained in British Sign Language and Sign Supported English</li> <li>• Note taking in lessons for students with Hearing Impairments</li> <li>• Subtitles used whenever visual media is used in teaching and assemblies</li> <li>• Pre-teaching of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that all students with hearing and visual impairments have full access to the curriculum as well as all other aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with feeder primary and secondary schools to ensure needs are clearly identified and correct communication strategies are in place</li> <li>• Liaise with specialist support services to access relevant training for staff</li> </ul>	<p>SENCO Teacher of the Deaf Coordinator Post-16 Phoenix Centre</p>	<p>Ongoing Annually at key transition points</p>	<p>All students will be able to access all information across school</p>

## 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 Governing Body.

## 5. Links with other policies

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

- Risk assessment policy
- 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