

# Accessibility Policy

Governors : Curriculum & Standards  
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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.

At Alperton Community School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. 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.

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 <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 physical environment	Provision for students with walking difficulties to be allocated ground floor classrooms at Stanley Avenue where possible for easy access.	Short term – Continue to ensure provision for students through temporary changes as necessary	Availability of ground floor classrooms for classes who have students with walking difficulties/disabilities	Headteacher / SLT Lead - Timetable	As and when needed	Students with walking difficulties have the opportunity to access the classrooms and other facilities
	<p>Every effort is made to make sure temporary arrangements are put in place for any disabled students and visitors of the Stanley Avenue site.</p> <p>Any refurbishment works will be planned considering the improvements that needs to be done to improve access to physical environment.</p>	<p>Short term – Continue to make all classrooms accessible</p> <p>Long term - Make access in to all areas of Stanley Avenue site more accessible for wheel chair users and visually impaired.</p>	<p>Develop system to allow entry for wheel chair users</p> <p>Provide advice and guidance to staff to ensure all classrooms are organised in accordance with student needs.</p> <p>Improve access to Science area in 1<sup>st</sup> floor classrooms at Stanley Avenue site during any re-design</p>	<p>Facilities Manager</p> <p>Facilities Manager</p> <p>Director of Finance and Resources</p>	<p>As and when needed</p> <p>As and when needed</p> <p>Plan will be as per schedule of works for Stanley Avenue.</p>	<p>Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety</p> <p>Disabled students and visitors are able to access all areas of the Stanley Avenue site.</p>

		Improve signage and external access for visually impaired	<p>Replace external light bulbs immediately when blown</p> <p>Review and paint yellow stripes on edges of all external steps</p>	<p>Facilities Manager</p> <p>Facilities Manager</p>	<p>On Going</p> <p>On Going</p>	<p>Safety for the visually impaired is improved within the school environment</p> <p>Access around the school site is improved</p>
		Ensure that all disabled students can be safely evacuated	Put in place (PEEP) Personal Emergency Evacuation Plans for identified staff and students, where and when necessary	Facilities Manager	On Going	All disabled students and staff working with them are safe and confident in the event of a fire.
		Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled students/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times	Facilities Manager	On Going	All common facilities are located on the ground level with ramp access, all fire escapes kept clear and students have safe exit at all times.

## Stanley Avenue School Site

Some of the school buildings at Stanley Avenue are old with access by stairs on different levels which means some classrooms are difficult to access by some disabled students.

Students must circulate between classrooms and the school recognises the difficulty of keeping to strict timetabling should physically disabled students be admitted or should students become physically disabled while at school. If one of these situations occurs, the following plans will be put in place:

- a. Students will be placed in a ground floor form tutor group.
- b. The timetable will be written or amended to place students in accessible ground floor classrooms as far as possible.
- c. A variety of types of digital technologies can be used to give access to lessons which must take place in less accessible areas. Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support any student with a disability.

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	Alperton Community School offers a differentiated curriculum for all pupils.	Lessons are differentiated by the class teacher to ensure all students can access the learning.	Monitoring of teaching and learning to identify areas where differentiation can be improved.	Senior Leadership Team, Head of Faculty	On Going	Students are able to access the learning and make progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Students with specific needs are identified and resources are made available to enable the student to access the curriculum. For example, high contrast books and technology for visual impairment.	Any student with a specific need is assessed in a timely manner and resources made available.	SENCO	On Going	SENCO keeps a register of students with assistive resources.
	Curriculum progress is tracked for all pupils, including those with a disability.	Students with disability are monitored for progress at each data drop to identify under achievement.	Students identified are given support and guidance in order to ensure good progress.	Leadership team, SENCO, Heads of Faculty	On Going	Data analysis is carried out at each point of assessment in the school calendar.

	The curriculum is reviewed to ensure it meets the needs of all pupils.	Each faculty undertakes a review of their curriculum offer to ensure that it offers opportunity for all students.	Faculties produce a curriculum intent and schemes of learning to ensure access for all groups of students to learning that is appropriate.	Senior Leadership, Heads of Faculty	On Going	The curriculum offer is suitable for all students in school.
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<b>Aim</b>	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Improve staff awareness of disabilities and additional needs	Staff are made aware of any disability and/or additional needs.	Lessons are adjusted to allow for any disability, e.g. access to classrooms and transit between lessons.	Review staff training as necessary and offer advice.	SENCO	On Going	Staff better prepared to teach students with disabilities in order that they make good progress
Ensure that all school policies consider the implications of equality of access	All policies have written in them clause that states our commitment to equality.	All students have equality of access to facilities and the curriculum.	Policies are reviewed to accessibility as and when they come up for review.	Senior Leadership Team and Policy Reviewers	On Going	Effective policies which meet the needs of all students.
Ensure accessibility of the school website and other communications	Website is designed to allow accessibility for all users.  Other communications are developed with accessibility design considerations.	To ensure that the website and other school communications are accessible to all users.	Review of communications and the design of website to allow access by all users.	Senior Leadership Team, Communications Officer	On Going	All communications and website have been designed to be used by all users.

## **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 delegated 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.