



Alsager School

ACCESSIBILITY PLAN

Prepared by Mrs A O'Neill, Headteacher
March 2024

Presented for approval
at the Full Governing Body committee meeting
of Alsager School
on March 27 2024 and subsequently approved and
adopted on the same date.

Chair Governors: Mr C Cooke & Mrs A Wheaver

Signature:

Date:
27/04/2024

Accessibility Plan

This policy will be reviewed every 3 years or sooner in the light of operating procedures and/or changes in regulation and/or legislation.

ACCESSIBILITY ACCESS PLAN

April 2024

THE PURPOSE AND DIRECTION OF THE SCHOOL PLAN

As a school we are committed to providing a physical and learning environment that provides access to a broad and balanced curriculum, irrespective of special need or disability. We have high aspirations for all our pupils and expect each to achieve and participate in all aspects of school life.

INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. Using the definition, the range of disabilities currently experienced by our pupils includes physical, visual, hearing, communication, learning and medical.

VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

We acknowledge the importance of consulting with all stakeholders (pupils, parents, staff and outside agencies) in order to improve our provision and this is included in our action plan.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this.

This action plan will be reviewed each year and up-dated where necessary to take account of improvements made, available resources and the changing needs of disabled members of our school community.

The plan sets out our proposals in the three areas required by the planning duties in DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum:
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

IMPROVING ACCESS TO THE CURRICULUM AND DELIVERY OF WRITTEN INFORMATION

Targets	Actions	Outcomes	Timescale	Responsibilities
1. Continue to increase the confidence of staff in differentiating the curriculum and meeting needs of learners	Assign inservice time to training	Raised confidence of staff in strategies for differentiation and increased pupil participation	On-going Staff training during academic year, on-going.	Deputy Headteacher SENCO (Special Educational Needs Co-ordinator) Assistant SENCO AHT with responsibility for teaching and learning and CPD
2. Ensure all staff are aware of needs and support strategies for disabled pupils and that the views of parents and pupil are included	Continue to review and issue termly updated information in individual profiles Views of pupils and parents are included and shared from Special Educational Needs Support Plan meetings Maintain system for information to be shared with appropriate staff	All staff aware of how to support learning needs of pupils through Special Educational Needs Department booklet plus access via SIMS	Each term	SENCO, Assistant SENCO and LSA (Learning Support Assistant) team
3. Promote positive disability messages to pupils	Plan and deliver assemblies across year groups	To increase awareness of pupils of the positive contribution of disabled people in society Opportunities in SPIRIT	On-going	SENCO, Assistant SENCO Heads of Faculty and supported by the SPIRIT Co-ordinator

Targets	Actions	Outcomes	Timescale	Responsibilities
4. To encourage the use of ICT (Informational & Computer Technology) to develop independent reading and/or recording in lessons	Audit of pupils who would benefit. Staff to be aware of pupils. Laptops to be readily available	Increased use of laptops in-class to support pupils challenged by their reading and/or writing skills	On-going	SENCO, Assistant SENCO Literacy Leads, ICT Team
5. Ensure views of disabled students are heard and responded to.	Include views of students regarding access issues.	The needs of disabled students are being heard and acted upon where possible through SEN Pupil Profiles	On-going	SENCO Assistant SENCO SEN (Special Educational Needs) team Pupil Voice Lead
Improve IT provision in classrooms	Set font size on all slides; Set number of bullet points on each slide	Improved outcomes for all	On going	AHT with responsibility for teaching and learning SENCO
Improve signage around the school	All signs have the same font size. All instructional signs in braille	Improved access for pupils, staff and visitors	ongoing	Business Manager; Estates Manager Headteacher

IMPROVING THE SCHOOL ENVIRONMENT

All school buildings are wheelchair accessible, have lifts for accessing the upper floors and contain disabled toilets. Disabled parking spaces are available at the front of the school.

Much work has been done over the past 5 years to improve the physical environment and accessibility.

Lift – all floors in all buildings accessible

Fluorescent strips to demarcate doorways and parts of buildings that protrude

Level access to all classrooms – we have installed 3 additional ramps

Dropped kerbs into main entrance of school

Dropped kerb outside canteen area

Bidet toilet in Andrews accessible toilet

Brick work around Elkin highlighted due to low walls

Contrasting nosings on stairs

Rise and fall tables in some classrooms

Installed additional charging points for disability chair charging

In TLC and SWR décor to improve the sensory environment

Accessibility Plan – FGB approved on March 27 2024

Targets	Actions	Outcomes	Timescale	Responsibilities
1. Improve provision for Hearing Impaired students, staff and visitors	Purchase and install Portable Loop System in Reception area; in meeting area	Improved access for Hearing Impaired users	By December 2024	Business Manager; Estates Manager
2. Improve coverage of fire alarm system for visual and hearing impaired	Purchase and install upgraded system	Improved awareness for visually and hearing impaired.	September 2025	Business Manager; Estates Manager
3. Improve the class change system (bells) to include public address system and visual messaging	Purchase and install a system that has sound and visual instructions	Improved awareness for visually and hearing impaired.	September 2024	Business Manager; Estates Manager Headteacher
Improve the automatic doors	Sensor and timed system through Andrews	Improved access	September 2025	Business Manager; Estates Manager Headteacher