

Accessibility plan

Alder Grange School



Approved by:	Russell Milnes	Date: May 2026
Last reviewed on:	15 th May 2026	
Next review due by:	15 th May 2029	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements.....	7
5. Links with other policies.....	7

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Alder Grange School is a learning community, dedicated to the pursuit and constructive use of thinking, knowledge and understanding to achieve Excellence in all that it, and its members, undertake.

We seek to provide equal access to all aspects of school life for all members of the school community, regardless of gender, ethnicity, sexual orientation or disability. The school aims to identify and remove barriers to all service users in every area of school life.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- ◆ Promote equal opportunities for all, and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils and ensure that no part of the curriculum is barred to them.
- ◆ Set high standards and targets for all pupils.
- ◆ Provide a safe and secure learning environment for all pupils.
- ◆ Develop pupil collaboration and independent learning opportunities.
- ◆ Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- ◆ Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- ◆ Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- ◆ To positively encourage awareness and acceptance of disability both in and out of the classroom.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the school.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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	Teachers are expected to be aware of disabled pupils in their classes and to make reasonable adjustments such as seating adjustments and additional time for tests. The existing action plan identifies this as a curriculum-access priority.	Ensure that pupils with disabilities are known to relevant staff and that agreed adjustments are consistently implemented. Review curriculum access across subjects and activities.	Update class information, provision maps or pupil passports as appropriate. Ensure teachers know agreed adjustments. Review subject curriculum plans, including PE, practical subjects, trips, clubs and extended-school activities, to identify and reduce barriers.	SENDCo; curriculum leaders; achievement leaders; teaching staff	Ongoing, with formal review by July 2026 and annually thereafter	Teachers can identify and apply agreed adjustments. Pupils with disabilities have appropriate access to learning, assessment and wider curriculum opportunities. Evidence from pupil voice, lesson visits, progress data and review meetings shows improved consistency.
	The existing plan identifies disability awareness through PSHCE, science, English set texts and assemblies.	Promote awareness of disability through the curriculum and school culture, while avoiding unnecessary labelling of individual pupils.	Map where disability awareness is addressed in PSHCE, science, English, assemblies and wider personal development. Identify gaps and update curriculum planning where needed.	PSHCE co-ordinator; SLT; curriculum leaders	Initial mapping by December 2026; reviewed annually	Curriculum mapping shows planned opportunities to understand disability and barriers faced by disabled people. Pupils demonstrate respectful understanding through pupil voice and pastoral records.
	The existing accessibility plan states that the school works with outside agencies and reviews alternative provision for Key Stage 4 pupils.	Make sure that external advice is used to support pupils whose disability affects curriculum access.	Continue to seek advice from relevant external agencies. Record advice and agreed actions in pupil records. Review the impact of alternative provision and support arrangements.	SENDCo; pastoral team; achievement leaders	Ongoing; review each term	External advice is implemented where appropriate. Pupils and families report that support arrangements are understood and effective.

Improve and maintain access to the physical environment	The existing action plan includes attention to restricted-height access, changing facilities, car parks, marked steps, changes of level and corridor handrails.	Improve independence and safe movement around the site for pupils, parents, carers, staff and visitors with disabilities.	Review door handles, opening mechanisms, changing-room access and routes used by pupils of restricted height or with mobility needs. Identify costed options and prioritise works.	Governors' premises committee; bursar / business manager; site supervisor	Audit and options by December 2026; implementation according to resources	People of restricted height and those with mobility needs can access agreed areas with reduced need to ask for help. Identified works are costed, prioritised and recorded.
	The action plan states that disabled parking spaces should be kept free for parents' evenings and that the visitor car park should have suitable surfaces and provision.	Improve parking and arrival arrangements for disabled pupils, parents, carers and visitors.	Remind parents and carers before parents' evenings to leave disabled parking spaces free. Review disabled parking signage, surfacing, routes to the accessible entrance and arrangements for busy events.	Achievement leaders; site supervisor; bursar / business manager	Before each parents' evening; site review by July 2026	Disabled parents, carers and visitors can park close to an accessible entrance. Arrangements are communicated clearly before major events.
	The existing action plan refers to steps and changes of level being highlighted with nosings marked and readily identifiable.	Improve safety and visibility around changes of level.	Inspect steps and changes of level across the school. Refresh nosings and markings where needed. Include this in routine site checks.	Bursar / business manager; site supervisor	Initial inspection by July 2026; then included in routine site checks	Steps and changes of level are clearly marked. Site checks record any maintenance needs and actions completed.
	The existing action plan identifies handrails on corridors at appropriate places.	Improve safe movement and support along agreed internal routes.	Review current handrail provision and identify priority areas. Install or repair handrails where required and feasible.	Bursar / business manager; governors' premises committee	Review by December 2026; works prioritised within premises planning	Handrails are in place at identified priority locations, subject to feasibility and funding.
	The main accessibility plan refers to a physical accessibility audit, but the cited audit is historic.	Base the 2026 to 2029 plan on a current understanding of the school site.	Complete an updated physical accessibility audit covering routes, ramps, lifts or alternative access if applicable, accessible toilets, changing facilities, disabled parking, reception access, signage, lighting, evacuation arrangements and specialist rooms.	SLT; site supervisor; bursar / business manager; governors' premises committee	By December 2026	A current accessibility audit is completed and used to update the action plan. Priorities are costed, ranked and reviewed by governors.

Improve the delivery of information	The existing action plan includes identifying pupils in need of enhanced delivery of information, seeking advice and implementing alternative methods.	Ensure that pupils with disabilities can access written and digital information provided by the school.	Identify pupils who need information in adapted formats. Record agreed arrangements. Provide resources in appropriate formats where reasonably practicable, including large print, coloured paper, accessible digital documents, simplified layouts, audio or video support, pictorial information or other agreed formats.	SENDCo; curriculum leaders; teaching staff; office staff where relevant	Ongoing; termly review for identified pupils	Identified pupils receive information in agreed formats. Pupils and parents report that information is accessible. Adjustments are recorded and reviewed.
	The existing action plan includes pictorial timetables and matching pictograms around school.	Improve pupils' ability to navigate the school and understand routines.	Review internal signage, pictorial timetables and colour coding of areas. Ensure signs and pupil resources are aligned where pictorial systems are used.	SENDCo; site supervisor; pastoral team	Review by July 2026; updates by December 2026 where needed	Signage and pictorial supports are consistent. Identified pupils can use them to navigate the school more independently.
	The existing action plan offers telephone consultation as an alternative for disabled parents who cannot attend parents' evening.	Remove barriers to communication for parents and carers with disabilities or illness.	Offer alternative communication routes where needed, including telephone or online consultations, accessible written communication, meetings in accessible rooms and reasonable adjustments to appointment arrangements.	Achievement leaders; pastoral team; office staff; SENDCo where relevant	Ongoing; review after each parents' evening cycle	Parents and carers who need adjustments can access consultation and feedback about their child. Alternative arrangements are recorded and communicated.
Offer additional support to meet the needs of young carers and their families	This area is not explicit in the existing Alder Grange action plan, but it is included in The Key model structure.	Ensure that accessibility planning considers the needs of young carers and their families, including communication and attendance at school events.	Identify the member of staff responsible for young carers. Ensure families know how to request support. Consider flexible communication, signposting, pastoral support and liaison with external services where appropriate.	Pastoral lead; young carers lead; achievement leaders	By July 2026; reviewed annually	Young carers are identified through pastoral systems where appropriate. Families know how to request support. Adjustments to communication or attendance arrangements are made where reasonably practicable.

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary, for example where there are significant changes to the school site, pupil needs, legislation or guidance.

Progress against the action plan will be monitored annually by the senior leadership team and reported to the governors' pupil welfare committee, and the plan should be approved by that committee.

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
- SEND policy
- Supporting pupils with medical conditions policy