



ASPIRE | COMMIT | SUCCEED

Accessibility Policy

Date of Policy: Spring 2025

Next Review Date: Spring 2027

Finance & Premises Committee

The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. 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	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>Alperton Community School offers a differentiated curriculum for all students.</p>	<p>Lessons are differentiated by the class teacher to ensure all students can access the learning.</p>	<p>Monitoring of teaching and learning to identify areas where differentiation can be improved.</p>	<p>Senior Leadership Team, Head of Faculty</p>	<p>On Going</p>	<p>Students are able to access the learning and make progress.</p>
	<p>We use resources tailored to the needs of students who require support to access the curriculum.</p>	<p>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.</p>	<p>Any student with a specific need is assessed in a timely manner and resources made available.</p>	<p>SENCO</p>	<p>On Going</p>	<p>SENCO keeps a register of students with assistive resources.</p>
	<p>Curriculum progress is tracked for all students, including those with a disability.</p>	<p>Students with disabilities are monitored for progress at each data drop to identify under achievement.</p>	<p>Students identified are given support and guidance in order to ensure good progress.</p>	<p>Leadership team, SENCO, Heads of Faculty</p>	<p>On Going</p>	<p>Data analysis is carried out at each point of assessment in the school calendar.</p>
	<p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Each faculty undertakes a review of their curriculum offer to ensure that it offers opportunity for all students.</p>	<p>Faculties produce a curriculum intent and schemes of learning to ensure access for all groups of students to learning that is appropriate.</p>	<p>Senior Leadership, Heads of Faculty</p>	<p>On Going</p>	<p>The curriculum offer is suitable for all students in school.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions	Success criteria
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 clauses that state 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 our 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.

School Facilities

Our Ealing Road site is full step free access and most parts of our Stanley Avenue site are step free which means some classrooms are difficult to access by some disabled students. Students must circulate and the school recognises the difficulty of keeping to strict timetables 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 form room where there is step free access
- 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	Success criteria
Improve and maintain access to the physical environment	Most of the Stanley Avenue site is step free except the Technology block. Provision for students with walking difficulties to be allocated classrooms accessible step free at Stanley Avenue where possible for easy access.	Short term – Continue to ensure provision for students through temporary changes as necessary	Availability of accessible 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 ensure temporary arrangements are 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 need to be done to improve access to the physical environment.</p>	<p>Short term – Continue to make all classrooms accessible</p> <p>Long term - Make access into all areas of Stanley Avenue site more accessible for wheelchair users and visually impaired.</p>	Develop a system to allow entry for wheelchair users into the Tech block. Provide advice and guidance to staff to ensure all classrooms are organised in accordance with student needs.	<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>On Going</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>
	Improved signage and external access for visually impaired		Replace external light bulbs immediately when blown	Facilities Manager	On Going	Safety for the visually impaired is improved

			Review and paint yellow stripes on edges of all external steps	Facilities Manager	On Going	within the school environment Access around the school site is improved
		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.

4. Monitoring arrangements

This document will be reviewed every **2** 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:

- Safeguarding and Child Protection Policy
- Health and safety policy
- SEND Policy
- Equality information and objectives (public sector equality duty) statement for publication.