# Alderton Junior School
# Accessibility Plan
# 2026 – 2029

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| **Approved by:** Governors | **Date:** September 2026 |
| **Last reviewed on:** | November 2026 |
| **Next review due by:** | November 2029 |

## 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 vision is:

The Alderton vision is to deliver a first-class education with opportunities for all learners.

We aim to broaden horizons by delivering:

- High quality teaching and learning
- A rich, broad and stimulating curriculum that opens minds, motivates, challenges and excites life-long learners
- A nurturing environment that develops the whole child, working in partnership with families and others, so that each individual is secure and well prepared for life
- A community promotes perseverance, aspiration, curiosity, independence, engagement and resilience
- A collaborative ethos which is forward thinking and outward looking.

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. This includes working with:

- The Family and Children's Support Services (including Family Support Workers)
- School Nurse
- SEN Support Services e.g. Occupational Therapy, Speech and Language Therapy
- Our Inclusion Partner
- Educational Psychology Service

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, 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 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 | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | Our school offers a differentiated curriculum for all pupils, and a personalised curriculum where necessary<br><br>We use resources and equipment tailored to the needs of pupils who require support to access the curriculum.<br><br>Curriculum progress is tracked for all pupils, including those with a disability. Pupil Progress meetings are effective in identifying areas for support.<br><br>Targets are set effectively and are appropriate for pupils with additional needs. | Curriculum resources include examples of people with disabilities<br><br>Continue to develop the effectiveness of the implementation of the Essex Ordinarily Available Inclusive Teaching Universal framework and Targeted support framework | Implementation of the No Outsiders initiative focused on inclusive education and community cohesion, empowering children for a diverse future<br><br>Enhance the school library offer to include books featuring a range of the protected characteristics<br><br>Teacher audit of the Ordinarily Available framework and targeted CPD based on the outcomes | Overseen by Headteacher and SENDco<br><br>Reading lead<br><br>All subject leaders | Ongoing<br><br>No Outsiders assemblies on a rota<br><br>Library books changed termly<br><br>Dec 2026<br><br>CPD - Ongoing | Increased pupil awareness of diversity and difference in the community and the protected characteristics<br><br>Books and resources reflect a range of disabilities and neurodiversity<br><br>Learning walks and pupils' books reflect effective implementation of adaptive teaching<br><br>Teachers are confident with the |

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| | The curriculum is reviewed to ensure it meets the needs of all pupils.<br>School staff undertake CPD where necessary to understand how to support children with specific needs, and for their own personal development | | Regular in-house One Plan reviews and SEND focus staff meetings | | Ongoing | strategies in the OA universal framework<br>Targeted CPD improves teacher knowledge of the targeted OA framework |
| Improve and maintain access to the physical environment | The school was not built with easy access for children with mobility issues. However, there is a wide corridor in most places and adaptations have been made in order to allow access where possible. These include:<br>● Ramps<br>● Accessible toilets and changing facilities<br>Individual arrangements are made for parents and carers with physical disabilities at drop-off and pick-up to allow easier access to the school site | To create a disabled parking bay<br>Continue to ensure the environment is accessible for pupils with a visual impairment | Site manager to choose appropriate bay and Facilities Manager to paint this<br>Advice from the specialist Visual Impairment team | Headteacher, SENDco and Facilities Manager<br>Class teachers | Summer holidays 2027<br>Ongoing | There is an allocated parking bay for disabled users with width to sides and rear to ensure easy entry and exit<br>School environment is accessible and easily navigated by pupils with a visual impairment |

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| | Some pupils access the building via alternative entrances to support their regulation | | | | | |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:<br>● Large print resources<br>● Concrete, pictorial or symbolic representations<br>● Audio recorded feedback on 1:1 Chromebook devices<br>● Working partnerships with external professionals including SALT therapy<br>● 1:1 Chromebooks for pupils with accessibility tools enabled | Continue to ensure learning materials are fully adapted for pupils with a visual impairment<br><br>Embed the use of Makaton into everyday practice to support pupils to process verbal information | Ongoing advice from the Visual Impairment specialist teacher<br><br>CPD for LSAs on adapting learning materials using technology<br><br>Makaton CPD for school staff<br><br>Peer observations of good practice | SENDco and class teacher<br><br>Head of Digital, SENDco<br><br>SENDco<br><br>All school staff | Ongoing<br><br>Ongoing<br><br>Ongoing | Pupils can, as independently as possible, access all learning materials successfully<br><br>Verbal information is better understood by all pupils |

## 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 Board.

## 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEN and Inclusion Policy
- Supporting pupils with medical conditions policy