



Accessibility Plan

Date of plan: Friday 15th November 2024

Review date: November 2027

To be read in conjunction with [Q1E Accessibility and Equality Policy](#). This plan is in keeping with the expectations set out in the DfE's advice for schools on the Equality Act (page 29).

Definition of disability under the Equality Act 2010: “if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities”.

This plan shows our intent to:

- Increase the extent to which disabled pupils can participate in the Q1E curriculum
- Improve the physical environment of our school site to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improve the availability of accessible information to our disabled pupils.

The Alton is a welcoming, inclusive community school, next to Richmond Park. We are passionate about children achieving their best and enjoying their learning, providing a safe and purposeful learning environment which nurtures and challenges all our children.

We are passionate about inclusive education. We are home to a SEND Resource Base provision called The Woodland Centre, which is for children with Autism Spectrum Disorder (ASD) with associated learning difficulties. You can find out more about our SEND Resource base and how to apply [here](#).

The Alton is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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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.



The Alton makes '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.

Aim	Actions	Timescale	How we will know we are successful?	Review
<p>To be aware of the access needs of disabled pupils, staff, governors and parents/ carers.</p>	<p>Applicants asked to disclose need for reasonable adjustments to our recruitment or interview process.</p> <p>On recruitment all staff complete a health assessment to inform any adjustments required before commencing employment.</p> <p>Encourage staff to disclose requirements for reasonable adjustments.</p> <p>Ensure that staff know who to approach about obtaining reasonable adjustments.</p> <p>Ensure the school staff, governors and the trust are aware of access issues ('access' meaning 'access to' and 'access from').</p> <p>Thorough induction process for all new pupils to ensure we know the needs of pupils starting at our school.</p> <p>Create access plans for individual disabled pupils as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used for meetings.</p>	<p>Ongoing</p>	<p>We are aware of, and can meet, staff needs before they start work at our school.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Review that induction process for new pupils ensures we can meet their needs before they start at our school.</p> <p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>Parents and carers have full access to services at school</p>	

	<p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</p>		PEEPs are prepared and reviewed as individual needs change	
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils. 	Ongoing	All pupils fulfil their potential and make at least expected progress.	
Improve and maintain access to the physical environment	<p>At The Alton, the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • The entrance gate that is automatic • A school that is all on one floor • Ramps to the field and MUGA (Multi Use Games Area) and the playground • All corridors are wide • A Disabled toilet 	Ongoing	Anyone visiting, staff, pupils, parents/carers, governors was able to fully access our environment.	



	<ul style="list-style-type: none">• Library shelves at wheelchair-accessible height• Accessible height planting bed (by the field) To improve: <ul style="list-style-type: none">• Add ramps for smaller steps to outside• Fix hole in hall floor that leads to outside	July 2025		
Improve the delivery of information to pupils with a disability	The Alton uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none">• Internal signage• Large print resources• Braille• Induction loops• Pictorial or symbol representations	Ongoing	Everyone with a disability will be able to access information we provide	