



Alsager School

## ACCESSIBILITY PLAN

Prepared by Mrs A O'Neill, Headteacher  
March 2026

Presented for approval  
at the Full Governing Body committee meeting  
of Alsager School  
on March 25 2026  
and subsequently approved and adopted on same date.

Joint Chair Governors: Mrs A Wheaver

Signature: 

Date: 25.03.2026

# 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 Whole school target: OAIP and links to appraisal and staff CPD	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 All staff
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 Inclusion Companion plus access via Talaxy	Each term	SENCO, Assistant SENCO and LSA (Learning Support Assistant) team

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<b>Targets</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Responsibilities</b>
3. Promote positive disability messages to pupils	Plan and deliver assemblies across year groups  Introduce neuro-diversity club	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 All staff
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 Use of reading pens Use of speech to text Pupils trained in laptop usage Arrangements clear on printing off work completed on laptops	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 AHT responsible for T and L and CPD All staff
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 Reiterate on regular basis through briefings and faculty meetings	Improved outcomes for all	On going	AHT with responsibility for teaching and learning SENCO All staff

Targets	Actions	Outcomes	Timescale	Responsibilities
Improve signage around the school	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

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<b>Targets</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Responsibilities</b>
1. Improve provision for Hearing Impaired students, staff and visitors	Purchase a portable loop	Improved access for Hearing Impaired users	By December 2026	Business Manager; Estates Manager
2. Improve access to buildings	Install ramps  Maintain the step nosings and line markings of external steps and kerbs Maintain fluorescent strips on identified areas	Improved access	September 2027  ongoing	Business manager Estates manager Headteacher
3. Improve changing facilities to manage personal hygiene	Install a wet room	Improved access	September 2028	Business manager Estates manager Headteacher
4. Improve accessible toilet	Refurbishment of accessible toilet to meet current DocM standards	Toilet in line with Doc M standards	Easter 2026	Estates Team
5. Improve SEND accommodation	Move to SWR	Improve SEN provision in line with SEN plans and EHCP	September 2027	Estate Team
6. Inclusive changing room in SWR	Refurbishment of office space in SWR	Inclusive changing room	September 2026	SLT

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<b>Targets</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Timescale</b>	<b>Responsibilities</b>
7. Accessibility audit	Audit to be booked	Audit completed	January 2027	Estates Team/SLT

**Review date - September 2026**