Accessibility Policy

Federation of Alver Valley Schools

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Contents

1. Aims 3
2. Legislation and guidance 3
3. Action plan 4
4. Monitoring arrangements 6
5. Links with other policies 6
Appendix 1: Accessibility audit 7

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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.

To have high expectations of everyone

- *To provide opportunities for all pupils to embrace the full curriculum including sports, music and drama*

- *To be proactive in ensuring where ever possible that all school activities including school trips are accessible for all*
- *The teachers plan to remove any barriers so that all children reach their full potential*
- *To ensure the school environment is conducive to meet the needs of all*
- *To provide ongoing training to raise awareness and skills to all staff to mee the needs of the individuals*
- *To ensure that everyone has a voice to share their thoughts and opinions*
- *To be able to move around the building easily and with confidence*
- *To provide communication with all parents catering for individual needs*

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.

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

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. Access to Premises and Facilities

- No pupil is ever prevented from physically accessing the location of any lesson at Alver Valley Schools. The school fulfils all duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

- There is full wheelchair access to the ground floor of the building and surrounding.

- Full access to education, school trips and physical education is provided for all children with any necessary adjustments being made so that all children are able to fully engage with all aspects of school life.

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a policy for pupils with medical conditions.

- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Admission Arrangements for pupils with Special Educational Needs and Disabilities

- No pupil will be refused admission to school on the basis of his Special Educational Needs or Disabilities. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated 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 ensure it meets the needs					

	of all pupils.					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height		Library shelves at height so all children can access	IC		All children will be able to reach library shelves without the need to ask a teacher.
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: • Internal signage • Large print resources where appropriate • Pictorial or symbolic representations • Clicker	Investigate introducing a hearing loop around the school	IC to cost	IC		Cost out the purchase of a hearing loop.

	• ACC devices • Range of IT where necessary					

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 body and head teacher

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				