



Alfred Lord Tennyson School	Page 1 of 6
Accessibility Plan	Issued: December 23
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APPROVAL BY	FULL GOVERNING BODY

Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 [1] 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
- Improve the physical environment of the school and improve availability of accessible information for all stakeholders.

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.

At Alfred Lord Tennyson School, we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We respect the right of all children in our school, irrespective of differences, to access learning and to develop the knowledge, skills, understanding and attitudes, which are necessary for their development into responsible and fulfilled adults.

The school and governing body also recognises its responsibilities towards employees with disabilities and in order to meet these it will:

- monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities,
- ensure that employees with disabilities are supported with special provision as appropriate, to ensure that they can carry out their work effectively without barriers, and
- undertake reasonable adjustments to enable staff to access the workplace.

Similarly, we recognise our responsibilities to parents and other stakeholders to improve and maintain the physical environment of school, in order to provide appropriate access and to improve the delivery of information to ensure it is accessible to all.

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 [1], including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including:

- North Northamptonshire County Council Schools' Accessibility Strategy September 2016 – 2019 [2]
- North Northamptonshire County Council School Admissions Team – Fair Access Team [3]

Fair Access Protocols exist to ensure that access to education is secured quickly for children who have no school place but for whom a place at a mainstream school or alternative provision is appropriate, and to ensure that all schools in an area admit their fair share of children with challenging behaviour, including children excluded from other schools. Along with devolved funding and responsibility for alternative provision, an agreed protocol encourages local authorities and schools to work together in partnership to improve behaviour, tackle persistent absence and help support improving behaviour partnerships.

The Vulnerable Learners Panel (previously known as Statutory and Complex Issues Panel) monitors and advises on complex pupil placements, and the placements of vulnerable children and young people. (It is part of the Children and Young People's Services Directorate).

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 [1] and the Department for Education (DfE) guidance for schools on the Equality Act 2010 [4].

The Equality Act 2010 [4] 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 [5], '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 [1], 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 [1].

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<p>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.</p> <p>Core Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>To ensure the school develops children's awareness of disability</p> <p>To ensure pupils have full access to visits and extra – curricular activities</p>	<p>Review PSHE curriculum to ensure disability awareness is taught effectively</p> <p>Provide opportunities for children to meet with people with a variety of disabilities</p> <p>Review provision in other areas of the curriculum</p> <p>eg. P.E. Provide training for staff re use of resources to enable access in PE</p> <p>Purchase books and other resources that promote positive images of disability</p> <p>Risk assessment prior to visits</p> <p>Plan trips and activities with parents to ensure access</p> <p>Provide support for pupils to ensure they can access out of hours activities</p> <p>Ensure staff are able to identify and provide excellent provision for children with disabilities.</p>	<p>PSHE Subject Leader</p> <p>Inclusion Lead</p> <p>PE Lead</p> <p>English Lead</p> <p>SENCO</p>	<p>In place but ongoing</p> <p>In place but ongoing</p> <p>In place but ongoing</p> <p>In place but ongoing</p> <p>In place but ongoing</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Improve and maintain access to the physical environment for pupils, staff and all stakeholders	<p>The environment is adapted to the needs of pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps from the outside to both lower and upper parts of the school • Disabled toilets and changing facilities in upper middle and lower part of school. • Library shelves at wheelchair-accessible height 	To provide appropriate access for all users	<p>Gather information regarding the needs of all users</p> <p>Provide aids for those who are visually impaired –e.g. paint both edges of steps.</p>	SENCO	September 2025
			<p>Gather information re costs and feasibility of internal ramps between upper/middle/lower parts of school</p>	Site supervisor	Completed August Oct 23
Improve the delivery of information to pupils, parents, staff and other stakeholders with a disability	Parent App available.	<p>To review information to parents/carers to ensure it is accessible</p> <p>To increase support for parents of children with a disability</p>	<p>Ask parents/carers about access needs when a child is admitted to the school. Eg Large print?</p> <p>Ask parents/carers and children about access to information in review meetings</p>	SENCO	Ongoing
			<p>Ensure parents are asked if they would like anyone to attend meetings/appointments</p>	SENCO and FSW	

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			<p>regarding their child, with them.</p> <p>Liaise with outside agencies to ensure parents are fully supported.</p>		

4. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy [6]
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions and first aid policy [7]

5. References

- [1] legislation.gov, "Equality Act 2010," 2010. [Online]. Available: <https://www.legislation.gov.uk/ukpga/2010/15/contents>. [Accessed 29 November 2023].
- [2] Northamptonshire County Council, "NORTHAMPTONSHIRE COUNTY COUNCIL SCHOOLS' ACCESSIBILITY STRATEGY SEPTEMBER 2016 – 2019," [Online]. Available: https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-information-for-professionals/Documents/Access_strategy_2016_2019.pdf. [Accessed 6 May 2020].
- [3] North Northants Council, "School Admissions Team - Fair Access Team," [Online]. Available: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/9545-school-admissions-team-fair-access-team>. [Accessed 5 December 2023].
- [4] gov.uk, "Equality Act 2010: advice for schools," 28 June 2018. [Online]. Available: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>. [Accessed 29 November 2023].

- [5] gov.uk, "SEND code of practice: 0 to 25 years," 30 April 2020. [Online]. Available: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>. [Accessed 29 November 2023].
- [6] Alfred Lord Tennyson School, "Health and Safety Policy".
- [7] Alfred Lord Tennyson School, "Supporting children with Medical Conditions".
- [8] Alfred Lord Tennyson School, "Child Protection and Safeguarding Policy".
- [9] Alfred Lord Tennyson School, "Online Safety Policy".
- [10] Alfred Lord Tennyson School, "ICT Acceptable Use Policy".

6. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [8].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [9] and ICT Acceptable Use Policy [10]

All concerns must be reported to our Designated Safeguarding Leads:

Mrs K O'Connor, Mrs S Smith, Mrs J Appleby and Mrs L Bunker.