

Alderley Edge School for Girls

Policy on Accessibility and 3-year Accessibility Plan

Regulation ISSR: Part 3

Reviewed and updated by: Mrs C Wood (Head)

Approval: Full Governor Board

Last Review: August 2025

Next Review: Summer 2026



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

Our school aims to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In particular, one of our aims is "To provide a safe, stimulating and supportive school environment, where each student can feel inspired, challenged and valued."

Alderley Edge School for Girls ("the School") will –

- 1.1 Maintain and drive a positive culture of anti-discrimination towards disabled people.
- 1.2 Train staff to understand the types of disabilities and how to deal with employees and pupils who have disabilities. Staff will not be expected, unless medically qualified, to administer medication.
- 1.3 Adopt **user-friendly procedures** for considering admissions from parents of disabled children.
- 1.4 Fulfil the planning duty to draw up a three-year Accessibility Plan with the aim of increasing the **accessibility of the School's curriculum**, and to improve the **physical environment of the School** and to improve **access to information** for our employees, pupils and prospective pupils.
- 1.5 **Implement** and **review** the Accessibility Plan regularly.

1.6 Keep under review the School's **Admission Policy and Anti-Bullying policies** in line with government guidance updates.

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, the complaints procedure sets out the process for raising these concerns.

Legislation, guidance and definitions

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](#) and [SEND code of practice: 0 to 25 years - GOV.UK \(2015\)](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 and long-term health conditions.

The following list on the meaning of impairment (in accordance with the Equality Act 2010) is not exhaustive, but generally considered the best starting point:

- Sensory impairments, affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, ME, chronic fatigue syndrome, fibromyalgia, diabetes, depression and epilepsy
- Progressive, such as motor neurone disease, muscular dystrophy, and forms of dementia
- Auto-immune conditions such as lupus (SLE)
- Organ specific, including respiratory conditions such as asthma, cardiovascular disease and thrombosis, stroke and heart disease
- Developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia
- Learning disabilities
- Mental health conditions with symptoms such as anxiety, low mood, panic attacks, bipolar affective disorder, post-traumatic stress disorder, OCD, and some self-harming behaviour
- Mental illness such as schizophrenia, and depression
- Any long term, severe and significant condition produced by injury to the body and to the brain

Disability **does not** include:

- Hay fever sufferers.
- A person with anti-social tendencies such as pedophilia and/or abusive behaviour.

- A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances.
- A person who is addicted to nicotine, alcohol and other non-prescribed substances

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.

Accessibility Academic/Educational:

- Staff need to be aware of pupils with SEND
- Staff will continue to be made aware of strategies to make 'reasonable adjustments' within the classroom so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum.
- Staff will need to adapt their teaching to the learning styles and needs of all their pupils according to their abilities and needs.
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their health and Safety, for example, labs, workshops, sports equipment.

Social, Sporting and Recreational Activities:

- Individual Risk Assessment and management strategies will be provided for pupils with a disability who wish to engage in school trips or visits

Disability discrimination

We will **not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability *without justification***.

We will not knowingly discriminate against a person on the grounds of disability –

- In the arrangements for determining **admission or employment procedures**.
- In the terms on which a place at the School is offered
- By refusing or deliberately omitting to accept an application for admission or employment.
- In the provision of **education and associated services**.
- By **excluding** a person on the grounds of their disability.
- By **victimising** a person with a disability.
- By failing to take steps to ensure that disabled persons are not placed at a **substantial disadvantage** in comparison with non-disabled persons.

Admission procedure for pupils

The School will be open to applications from **any prospective pupil with a physical and/or mental impairment**.

- The registration or admission form will enable the parents to give details of their child's disability.

- Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude.
- The School will treat every application from a disabled pupil in a fair, open-minded way.
- The School will, if appropriate, request from the parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
- The applications will be considered on the basis that all '**reasonable adjustments**' have been made by the School in order to cater for the child's disability. (See definition below)
- The School will not offer a place if, after all reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs.
The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

Education and associated services

The School has an on-going duty to make reasonable adjustment in respect of the '*education and associated services provided*'. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- school sports
- school policies
- breaks and lunchtimes; the serving of school meals
- assessment and examination arrangements
- school discipline and sanctions
- exclusion procedures
- school clubs, trips and other activities; and
- preparation of pupils for the next phase of education.

Reasonable adjustments for pupils

The School is legally required to make 'reasonable adjustments' in order to cater for a child's disability. The School is **not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the School.**

The School shall inform the pupils and parents of the reasonable adjustments that the School are **legally required** to make for that pupil, which may typically include –

- Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room.
- Allowing extra time for a dyslexic child to complete an entrance exam.
- Providing examination papers in larger print for a child with a visual impairment.
- Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building. Arranging a variety of accessible sports activities.

The School is **not legally required** to make adjustments which include –

- Physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library.
- Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.
- Pupils are required to move around the site but most areas are accessible by lift.

Disclosure

Parents will be requested to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

If following the offer of a place it is discovered that the School has not received full disclosure of information relating to the child's disability and the School is not able to make reasonable adjustments for those disabilities then the School may withdraw the offer of a place or ask the parents to withdraw a child who is already a pupil.

Review procedure

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Head Mistress will advise as to the procedure under which such a review will be conducted.

Accessibility plan

The School has a three-year Accessibility Plan (Appendix A). The plan is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the School proposes to:

- Increase the extent to which disabled pupils can participate in the **school's curriculum**.
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of **education and associated services**.
- Improve the **delivery of accessible information** to pupils with a disability

The plan is reviewed annually to ensure that it is up-to-date and covers all aspects of School life as determined under the Act.

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) policy

APPENDIX A: SCHOOL DEVELOPMENT PLAN

SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan for **2024 to 2025**

Operational Objective	Intended outcome	How will this be achieved? Include training, resources, time and cost	SLT Lead/ Staff Lead
Increasing the extent to which disabled pupils (including those with learning differences) can participate in the whole school curriculum	All pupils participate in broad curriculum including practical subjects	<ul style="list-style-type: none"> Information gathered from and discussed with HoDs and Prep Class Teachers about pupil experience in practical subjects for any student with a physical disability. Staff informed of any further adjustments via Pen Portraits and communication from SEND Team. 	HB
	Teaching adjustments are made where necessary to meet needs in practical subjects	<ul style="list-style-type: none"> Review with HoDs and Prep Class Teachers the expectations made on SEND students e.g. cannot expect a SEND student to produce same amount of homework as another student and should look to giving extensions to those SEND students who require it. 	HB
	Allowances are made for students with learning differences, such as mental health disability, without compromising their aspirations and achievement	<ul style="list-style-type: none"> Review the needs of students with a mental health disability to balance health and aspirational needs. 	CC
	Awareness and empathy for those with disabilities is raised	<ul style="list-style-type: none"> Increase awareness of ableism amongst all students and staff. 	All
	Ableist thinking replaces focus on limiting factors	<ul style="list-style-type: none"> Pupils see that they have an improved learning support space to work in which makes them feel important members of the community. 	HB
	More specific enrichment clubs are tailored to the needs of our community e.g. Games Club	<ul style="list-style-type: none"> Develop further co-curricular clubs to support pupils with mental disability needs. 	RS/ES
	Staff confident in supporting students who present with mental health needs	<ul style="list-style-type: none"> Specialist mental health safeguarding training for all staff to help them develop empathy and support students with mental disabilities. 	CC
Improve the availability of accessible	Departments review digital resources that are available to use in lessons	<p>From September:</p> <ul style="list-style-type: none"> Check those on SEND list understand the features that can help them offered on Office 365 e.g. immersive reader 	HB

information	Departments model QFT strategies and accessibility apps to enable easy access of information for pupils with learning differences	<ul style="list-style-type: none"> • Use electronic textbooks in subjects across the curriculum • Staff encourage students to use all the aids offered to them e.g. reader pens 	All HoDs
			All staff
Proposed developments in physical access to education and associated services	Pupils have better access to the whole school site	<ul style="list-style-type: none"> • Check new small capital build developments meet all requirements of those with a disability • Ensure that any future estate plans include practical and financial review for disabled provision including any new build developments 	MR, SS
	Improve the Learning Enhancement Centre to provide better learning experience		MR

Evaluation of the plan 2024 to 2025

Areas of strength/ success:	<p>As part of the accessibility plan review, staff collaborated with Heads of Department and Prep Class Teachers to ensure pupils with physical disabilities are supported in practical subjects, with adjustments communicated through Pen Portraits and the SEND Team. Academic expectations for SEND students were reviewed to allow for flexibility, such as reduced homework and deadline extensions. The school also evaluated how best to support students with mental health disabilities, balancing their wellbeing with academic goals.</p> <p>Efforts to foster a more inclusive environment included raising awareness of ableism among staff and students, enhancing the learning support space to help pupils feel valued, and expanding co-curricular clubs tailored to mental health needs.</p> <p>Additionally, several staff have received specialist mental health safeguarding training to build empathy and improve support for pupils with poor mental health.</p> <p>The LEC is significantly better to give the pupils and staff a more inviting and engaging learning environment.</p>
Areas in need of further action:	<p>Training for staff to enable greater access of digital resources to support QFT would benefit all pupils with accessibility needs.</p> <p>Reviewing the LEC register, terminology and expectations for staff to bring elements all together for ease of data access and engagement by both teachers, pupils and parents.</p>

SCHOOL DEVELOPMENT PLAN: 3-year Accessibility Development Plan for **2025 to 2026**

Operational Objective	Intended outcome	How will this be achieved? Include training, resources, time and cost	SLT Lead/ Staff Lead
Increasing the extent to which disabled pupils (including those with learning differences) can participate in the whole school curriculum	The legal requirements continue to be met for all disabled pupils and they are prepared for their future pathways	<ul style="list-style-type: none"> Review legislation and changes to Accessibility Plan and other related H&S laws 	HB
	Pupils with physical disabilities can fully participate in all activities including trips etc.	<ul style="list-style-type: none"> Ensure that students options for future are being met and that ableism is covered in Careers guidance 	RH
	Greater range of role models with physical and /or mental health disabilities seen visiting the school	<ul style="list-style-type: none"> Review the trips on offer in school and the accessibility of them to students with a physical disability 	CW
	Pupils feel more valued and have high aspirations	<ul style="list-style-type: none"> Use disabled people, including those with mental health disabilities, as role models e.g. visiting speakers to increase feeling of being valued and able to achieve 	All HoY/Prep Class Teachers
		<ul style="list-style-type: none"> Include more opportunities to work with disabled people 	SLT
		<ul style="list-style-type: none"> Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs 	SLT
Improve the availability of accessible information	Pupils fully access the curriculum	<ul style="list-style-type: none"> Ensure that the iPad programme is meeting the needs of disabled pupils and that they are aware of all its features 	NP
	Survey of accessibility apps and other aids completed and targeted work actioned	<ul style="list-style-type: none"> Respond to the advice provided by SENDCo, HoDs and external agencies and implement resources such as increasing font size, inclusion of loop hearing system, photocopying on coloured paper, using overlays, using reader pens etc. as required 	HB
		<ul style="list-style-type: none"> Survey staff to ascertain the frequency of use of aids suggested by students in their classes 	HB SE
		<ul style="list-style-type: none"> Staff reminded to follow Pen Portrait and SEND Support Plan guidance for making reasonable adjustments for students 	HB

Proposed developments in physical access to education and associated services	Pupils have better access to all curricular areas including the whole school site	<ul style="list-style-type: none">• Review accessibility around the school site• Continue to ensure that future AESG estate plans include practical and financial review for accessibility	MR MR

SCHOOL DEVELOPMENT PLAN: 3Year Disability Accessibility Development Plan for **2026 to 2027**

Operational Objective	Intended outcome	How will this be achieved? Include training, resources, time and cost	SLT Lead/ Staff Lead
Increasing the extent to which disabled pupils (including those with learning differences) can participate in the whole school curriculum	<p>Full access to the curriculum and all legal requirements are met for pupils</p> <p>Future curriculum measures are accessible and aid the achievement of those with disabilities</p> <p>Accessibility a feature of all school meetings and plans</p> <p>Staff are confident to meet the needs of all members of the school community</p>	<ul style="list-style-type: none"> Review legislation and changes to Accessibility Plan and other related H&S laws Audit newly implemented plans in terms of accessibility to all Continue to communicate needs to staff and train as appropriate, so can effectively cater for differing needs 	<p>HB CW</p> <p>MR</p> <p>SLT</p>
Improve the availability of accessible information	<p>Parents with a disability e.g. sight impairment have full access to all communications</p> <p>Prep and Year 7 Accessibility Audit</p>	<ul style="list-style-type: none"> Check all information to parents is sent in a format that can be enlarged etc and that we are catering for known needs Audit accessibility in Prep and Y7 where iPad use does not apply Evaluate the BYOD policy and the difference made to those disabled pupils and consider full implementation to Year 7 as well. 	<p>JJ</p> <p>HB</p> <p>HB and NP</p>
Proposed developments in physical access to education and associated services	<p>School site is fully accessible for all – pupils, staff and parents</p> <p>Arrangements are in place to facilitate access to all off site events and activities</p>	<ul style="list-style-type: none"> Site audit and adjustments e.g. parking 	MR