



Accessibility Policy

Review Cycle: 2 Years – Summer Term

Review By: Leadership Team, Finance, Risk & Audit Sub-
Committee

Contents:
**Vision & Values; Accessibility Strategy; Access to the Physical
Environment; Evacuation Procedure; Curriculum Access;
Information for Parents & Students**

Vision and Values

Alcester Academy has high ambitions for all its students, including those with a disability, and aims to ensure that they have the opportunity to participate in every aspect of academy life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, Alcester Academy aims to:

1. Set suitable learning challenges
2. Respond to students diverse needs
3. Overcome potential barriers to learning and assessment for individuals and groups of students.

Accessibility Strategy

This statement sets out the ways in which Alcester Academy aims to provide access to education for students with a disability.

A person has a disability if:

they have a physical or mental impairment

the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities (Equality Act 2010)

The Academy will make every endeavour to (where possible):

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 benefits, facilities or services provided by the school and,

Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. (Paragraph 3 of schedule 10, Equality Act 2010)

The Local Authority are aware of our limitations as a school in terms of the level of accessibility we are able to provide due to the age and structure of our school building and in addition to this funding barriers.

Accessibility is addressed under the six headings below.

Admissions

Access to Buildings and Classrooms

Curriculum Access

Informal Curriculum

Information for Students and Parents

Access Plan or Personal Emergency Evacuation Plan

Admissions

The Governors of Alcester Academy support the Special Educational Needs and Disability Code 2014. The Governors are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided.

Access to the Physical Environment (Buildings and Classrooms)

The following areas have access with exceptions and limitations noted:

Food Technology	This classroom can only be accessed via the tower stairs due to a defective lift
Hall	There is a lift adjacent to main reception that can be used for students to access the main hall. (Accompanied by an adult.) There will be restrictions to accessing the main hall during examination periods throughout the academic year.
Art / English / Maths Classrooms	<p>The lift adjacent to the Art corridor is irreparable and access to the Art corridor would be via the inner quad entrance by the Year 7 Playground via the ramp provided. (Accompanied by an adult.)</p> <p>In the case of an evacuation, a wheelchair can access the main assembly point on the same level using the main student exit door (Accompanied by an adult.)</p>
Car Parking	There is a disabled car parking zone reserved at all times within the main staff car park.
ICT and Science Rooms	Can be accessed on one level via the entrance opposite the Music block. (Accompanied by an adult.)
Science	These classrooms can be accessed via the main hall lift and then accessed on one level via the entrance opposite the Music block. (Accompanied by an adult.)
Gym and Changing Facilities	There is a disabled toilet in the Science block and another opposite LSU2.
Disabled Changing Facilities	There is a disabled toilet in the Science block and another opposite LSU2.
LSU	Can be accessed on one level via the main reception. First Aid provision can be accessed in the LSU.
Toilets	General toilet provision for students can be accessed on any one single level. For staff requiring accessibility, the toilets adjacent to the LRC can be accessed. Two disabled toilets exist on site. One is associated with the student changing facilities opposite the LSU2 and the other located in the Science block by S5
LRC provision	This facility cannot be accessed by wheelchair without a disabled ramp.

Evacuation Procedure

The academy's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the student and parents / carers and will be in student's SEND file and High Need Information. Students who may find emergency evacuation difficult will usually have a support assistant with them or in their class. A PEEP (Personal Emergency Evacuation Plan) will be drawn up for students with additional needs / disabilities which is retained by the Site Manager. Any individual in a wheelchair would require the assistance of two adults to safely evacuate the building due to accessibility restrictions.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. For example, at KS4, individualised programmes of study are implemented for selected high need students. (based on their emotional needs and/or their attainment levels being below GCSE grade 1). Where appropriate, and in agreement with the Head teacher, students may work outside of their key stage or be disapplied from areas of the curriculum.

Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Pupil Profiles (formerly Individual Education Plans) will address this issue and are kept under regular review. This information is available to all staff from the SEND (Special Educational Needs and Disabilities) area of the academy's intranet and is copied to all staff at the start of the academic year.

Advice and support, where appropriate, will be sought from the appropriate external agencies. Support can be provided in a variety of formats through the academy's graduated response intervention strategy in line with the SEN Code of Practice and the wave model of intervention.

The academy's ICT network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. Electronic copies of texts and enlarged print can support learners with significant visual impairment. These will be provided by the academy. Claro software is now available throughout the Academy for all computers and laptops to support students with visual impairment, dyslexia or reading difficulties as well as a number of Reader pens. See the SEN Information Report for further details via the academy website.

In constructing the academy timetable, the academy will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used, can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities, and as cited, there are a number of accessibility restrictions beyond our control.

In conjunction with the SENCO, the academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment such as those associated with National Test or National Qualifications.

Informal Curriculum

Students at Alcester Academy have always been able to participate fully in a wide range of extra-curricular activities offered, consistent with the limitations imposed by any disability.

This has included:

- Outdoor Education
- Sports
- School Drama Production
- Music
- Clubs and activities
- Excursions and trips

Arrangements for recreation and other aspects of a student's social development are incorporated into their SEND information. The suitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Students and Parents

Parents/Carers are routinely involved in reviewing provision for the child. The child will also be involved. (*See SEND Policy*)

Large print format materials can be made available. The services of a language interpreter and a sign language interpreter can be investigated via the academy if necessary. If either student or parents/carers have difficulty accessing information normally provided in writing by the academy,

such as worksheets, homework or newsletters, then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality Information and Objectives
- Supporting Students with Medical Conditions

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date: _____

(Ratified by the Full Governing Body on 8th July 2025)