



**Alderman  
Knight  
School**

Ashchurch Road  
Tewkesbury  
Gloucestershire  
GL20 8JJ

Head Teacher: **Clare Steel**



# Alderman Knight

## Accessibility Policy and Plan.

Date Reviewed	August 2020
Reviewed By	Ceri Jones, Business Manager
Next Review Due	August 2023
Ratified by Governors	Can be delegated to committee, governor or Head Teacher

Specialist School in  
**Communication & Interaction**



## Background

On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. Alderman Knight's school's plan will be reviewed every three years.

The Act makes it unlawful for Alderman Knight School to discriminate against, harass or victimise a student in relation to:

- Admissions;
- The way we provide education for students;
- The way we provide students access to any benefit, facility or service.

The protected characteristics are defined as:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity;

### Aims of the accessibility plan.

There is a requirement to have an accessibility plan outlining how we intend to improve access for SEND pupils in the following areas for:

- Increasing the extent to which SEND pupils can participate in the school's curriculum.
- Improving the physical environment of the school for the purpose of increasing the extent to which SEND pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to SEND pupils of information so it is readily accessible.

### The Disability Discrimination Act.

The disability provisions in the Equality Act mainly replicate those in the former Disability 2

Discrimination Act (DDA). There are some minor differences as follows: The definition of disability is less restrictive; direct discrimination can no longer be defended as justified; failure to make a reasonable adjustment can no longer be defended as justified; The school is under a duty to make available auxiliary aids and services, as reasonable adjustments where these are not being supplied through a Statement of Special Educational Needs (EHCP) or from other sources.

## Definition of Disability.

The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Long term is defined as lasting, or likely to last, for at least twelve months.

## Reasonable Adjustments.

Alderman Knight School is committed to providing reasonable adjustments for SEND pupils. When it is reasonable to do so, we provide auxiliary aids or services for a vulnerable or disabled students, when such an aid would alleviate any substantial disadvantage. Reasonable adjustments for pupils with SEND are made in relation exams and assessments.

In any dispute regarding what constitutes a reasonable adjustment, the Governing Body's decision is final. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

Where an auxiliary aid is not provided via a Statement/EHCP there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications. There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: hearing loops, adaptive keyboards, and special software. We consider that effective and practicable adjustments for vulnerable and disabled pupils will involve minimal cost or disruption, and will therefore be considered as reasonable.

Where substantial adaptations are required which are not contained within our three-year Accessibility plan, we reserve the right to deem these as unreasonable. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be reasonable.

## Monitoring & Evaluation

The named person in our school who is responsible for this plan is the Head Teacher. The Head Teacher is responsible for ensuring that this plan is implemented and to ensure that it is fair and equal to all. It is the responsibility of all staff to monitor the success of this plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access. Our Accessibility Plan and any updates will be shared with the Governing Body by the Head teacher.

## Accessibility Plan 2020-2023

Curriculum Access	Aim	How and When
<ul style="list-style-type: none"> <li>• Ensure all pupils can participate in the school's curriculum.</li> </ul>	<p>Classroom provision for pupils with SEND is accessible to all learners. Individual support for pupils is provided where appropriate.</p> <p>On-going differentiation training via school-based staff development for the full range of learning needs from SLD to more able pupils.</p> <p>The needs of all pupils with SEND are reviewed annually via EHCP/annual review meetings.</p>	<p>Staff receive ongoing training in differentiation, particularly in relation to PPG and more able pupils with SEND.</p> <p>The needs of SLD pupils are met in four discrete classes, but also social inclusion opportunities for them to mix widely with all pupils.</p> <p>The needs of those pupils who have ASD are met through the school's commitment to the AET standards.</p>
<ul style="list-style-type: none"> <li>• Post-16 Students access a curriculum and experiences which are suited their needs and aptitudes.</li> </ul>	<p>Post -16 students are provided with a mature and distinctive provision, which promotes their confidence and independence.</p>	<p>A new post-16 provision was established in September 2017, with a teacher in charge.</p>
The physical environment.		
<ul style="list-style-type: none"> <li>• The school and Post 16 building are purpose built. They are all on one level and have disabled toilet facilities for staff and pupils.</li> <li>• A new wing is being built to include a KS4 classroom and accommodation for 10 pupils with more complex needs. It complies with all the requirements of the DDA and DFE guidance.</li> </ul>	<p>The buildings have been carefully designed to provide a bright, warm and attractive learning environment. There are quiet areas for pupils with ASD to access, to help them manage their anxiety, where necessary.</p> <p>The new wing will allow an increase in pupil numbers whilst meeting the needs of young adults very effectively, providing greater levels of independence and autonomy.</p>	<p>The accommodation is well maintained on an ongoing basis.</p> <p>The new accommodation is due to be operational in September 2021 with small temporary accommodation with access ramp in place between August 2020-August 2021</p>
Delivery of information		
<ul style="list-style-type: none"> <li>• SEND pupils access information through a variety of methods. This incorporates text, symbols and signs. The school has expertise in communication and interaction.</li> </ul>	<p>Review all admissions literature and website to make clear our provision for pupils or visitors with SEND</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>Ongoing review</p> <p>Pupils with specific impairments (e.g. visual) are supported through increased differentiation of materials and staff support as necessary</p>

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Timetable for Review	Annually	2 Years	3 Years	4 Years
Status	Statutory	Gloucestershire CC	School	
Circulation	Website	Weduc	SAM	School Office

**Table of Review and Modifications**

Date Reviewed	Page Number of Changes	Summary of Changes Made
1 <sup>st</sup> August 2020	P4	Physical Environment – included Post 16 in general build paragraph.
	P4	Physical Environment – included detail of new wing and temporary accomodation