



ALDRO

Accessibility Plan 2022 - 2025

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Governor lead:	
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Aldro ("School") recognises its duty under the Equality Act 2010 and strives to be as inclusive and welcoming as practically possible. The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School. The School's Accessibility Plan will contain relevant actions to:

- increase the extent to which people with disability can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which people with disability are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to people with disability of information which is otherwise readily accessible to those who do not have a disability

Below is the School's action plan relating to these key aspects of accessibility. This plan will be reviewed on an annual basis and a new plan will be drawn up every three years. The School's governors are accountable for ensuring the implementation and review of this accessibility plan during the period to which it relates.

This plan should be read in conjunction with:

- Admissions Policy
- SEND and EAL Policy
- Pastoral Care Policy

The Equality Act defines a child as disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Aldro is an academically selective school and welcomes all pupils who can make the most of the opportunities that we offer and can flourish in its caring environment. The School welcomes children with Learning Difficulties, SEND, and EAL providing that it feels it can give them support they require in the context of the School's overall aims, daily provisions and resources available.

The Admission Policy states what steps the School will take to identify any special needs that a prospective pupil may have. Current pupils with special needs are included on the Learning Support Register and where appropriate have an Individual Education Plan (IEP). In addition, any pupils with identified medical needs will have Individual Healthcare Plans in accordance with the Healthcare and Pastoral Care Policy.

A. Improving Access to the Physical Environment

Aldro's ability to improve access to our physical environment is limited by the listed status of the school buildings and also the school's physical environment. Additional risk assessments will be carried out when a person with disability is recruited to the school.

Building	Status	Action required
CHC	<ul style="list-style-type: none"> • Building is accessible to wheelchair users. Disabled toilet is provided. 1 out of the 3 fire exits can be accessed by wheelchair users. • Music lessons for any pupils on crutches could be timetabled to avoid the stairs 	No further action required
ASC	<ul style="list-style-type: none"> • Building is accessible to wheelchair users. • Disabled toilet and shower are provided. • All fire exits can be accessed by wheelchair users. 	No further action required
DT and Art block	<ul style="list-style-type: none"> • The use of a ramp will be required for a wheelchair user to access the building. • No toilet provision for a wheelchair user. • Both Art and DT workshops currently provide limited space for a person in a wheelchair. • Fire exits are accessible via ramp 	<ul style="list-style-type: none"> - Ramp to be made available when required - Classrooms to be re-arranged to ensure sufficient room for wheelchair, when required
Chapel	<ul style="list-style-type: none"> • Accessible to a wheelchair user • All fire exits accessible 	<ul style="list-style-type: none"> - Space for wheelchairs at the back.
Science Block	<ul style="list-style-type: none"> • A use of a ramp is required to access chemistry lab; • Biology lab, due to the stairs is not accessible • Tables and Bunsen burners are at the appropriate height • Fire exit accessible via ramp from chemistry lab • 	<ul style="list-style-type: none"> - Lessons to be re-timetabled to ensure that the pupil/ staff can access the required lab
Centenary building	<ul style="list-style-type: none"> • Ground floor, changing rooms and CMM only are accessible to a wheelchair user • Disabled toilet is available on ground floor • Fire exits on both ground and basement levels are available 	<ul style="list-style-type: none"> - Lessons to be re-timetabled when required to take place on ground floor - If needed IT lessons to be held elsewhere using portable equipment as CiL is inaccessible to wheelchair users.

The school	<ul style="list-style-type: none"> • Ground floor only is accessible to wheelchair user (ie no lift to boarding) • Fire exit accessible from dining hall 	<ul style="list-style-type: none"> - Special provisions to be made in the dining hall for any pupils in wheelchairs or on crutches - Matrons/ School nurse to attend to the pupil downstairs if required
Playing fields	<ul style="list-style-type: none"> • Access will depend upon the weather – the grounds can be very water-logged. • Ramp use required to access the area outside the dining hall 	
Swimming pool	<ul style="list-style-type: none"> • Currently not accessible to a wheelchair user 	<ul style="list-style-type: none"> - Provision to be reviewed when required

B. Improving Access to the Curriculum

The needs of the pupils are monitored on a continuous basis by the Academic Committee Team. Any pupil with an established or new learning or physical disability will be assessed to ensure that their needs are met as fully as possible. The details of the process can be found in the SEND and EAL Policy and Pastoral Care Policy.

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Examine the short-term provision of support for pupils with an identified learning or physical disability.	Implement straightforward initiatives, such as a preferential seating plan.	ongoing	Head of Learning Support Department/ Teaching staff	Equal access to the curriculum for all.
Medium Term	Provide alternative activities for those unable to participate in contact sports.	Off games provision to be reviewed when required; Alternative sports/ activities to be considered	ongoing	Director of Sports/ Head	All pupils are able to participate in games.
	Involve all pupils with an identified disability in the full curriculum where reasonably possible.	Provide risk assessments for individual cases to consider what reasonable adjustments could be made to accommodate those with a disability	ongoing	Head of Learning Support/School Nurse or Matron/ Teaching Staff	School is able to put reasonable measures in place before the pupil arrives.

C. Improving Access to Information

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Equal access to information for all.	Notice boards in communal areas to be regularly maintained. Weekly mailing emailed to parents can be accessed by parents who are visually impaired. Displays to consider the needs of the visually impaired parents and pupils.	ongoing	Headmaster's PA and Head; Asst Head Academic/ Academic Staff	Maintain standard of notices.