



ALDRO

Accessibility Plan 2026 - 2029

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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
- Equal Opportunity Policy
- Health and Safety Policy
- Curriculum 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.

Welcoming and Preparing for Pupils' needs

Where it is practicable to make reasonable adjustments to enable prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

Where the School agrees to provide additional services, such as learning support, charges may be made at a level that reasonably reflects the cost to the school of providing that service. Details of costs can be provided in writing on request.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

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
DT and Art block	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	Ramp to be made available when required Classrooms to be re-arranged to ensure sufficient room for wheelchair, when required
Chapel	Accessible to a wheelchair user One of the two fire exits is accessible	Space for wheelchairs at the back.

Science Block	The 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	Lessons to be re-timetabled to ensure that the pupil/ staff can access the required lab
Centenary building	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 accessible.	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	Ground floor only is accessible to wheelchair user (ie no lift to boarding) Fire exit accessible from dining hall Physical audits of the school will continue to be carried out. Teaching and welfare spaces will be given priority.	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
Classrooms	Classrooms are optimally organized to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases
Playing fields	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	A wheelchair user can reach the pool side.	Provision to be reviewed when required
School Developments	Developments will be designed with accessibility as a priority	Advice from architect, RNIB and other external experts
New Pupils	reviews will be carried out in response to a disabled pupil applying to the school.	Bursar, SLT and third parties (if necessary) will positively review the use of rooms to adapt them for the needs of a pupil.

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.
Training	Training for teachers on differentiating the curriculum. Training for Awareness Raising of Disability Issues	Monitor staff training requirements Include awareness training in staff Inset Third parties address the staff on disability issues: lack of sight, hearing and mobility being the priorities		Head of digital learning/Head of Learning Support Department/ Teaching staff	All staff, not just some, respond positively and effectively to the need to cater to a child's specific needs. The school is well informed about

					the needs of any child with a disability as it arises and responds quickly to the requirements of that child.
Use of Technology	Investigate technological solutions to curriculum access issues Engage the ICT support provider in reviewing all aspects of technical support, such as voice recognition software etc.	Staff understand how such tools would fit into their teaching practice and how they might benefit all pupils		Head of digital learning/Head of Learning Support Department/ Teaching staff	Technical solutions to curriculum access issues are forthcoming and positively viewed.
Monitoring	As soon as the need arises, review the specific needs for a pupil, or prospective pupil with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.		Head of digital learning/Head of Learning Support Department/ Teaching staff	The pupil is able to access the curriculum. There is evidence of progress and development.
Out of School Activities	All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Activities are planned to increase staff awareness of pupils with disabilities. Use of Evolve in the planning of out of school activities		SLT/Head of Learning Support Department/ Teaching staff	Inclusive access to out of school programme

C. Improving Access to Information

	Targets	Actions	Timescale	Responsibility	Outcomes
Short Term	Equal access to information for all.	<p>Notice boards in communal areas to be regularly maintained.</p> <p>Weekly mailing emailed to parents can be accessed by parents who are visually impaired.</p> <p>Displays to consider the needs of the visually impaired parents and pupils.</p>	ongoing	Headmaster's PA and Head; Asst Head Academic/ Academic Staff	Maintain standard of notices.
Staff Awareness	Raise the awareness of adults working at and for the school on the importance of good communications systems.	SMT and School Office continue to prioritise communication, improving systems, staffing levels and expertise.	ongoing	SLT/ School office/ Marketing/Teachers	All children and their parents benefit from smooth communication both internally and externally.
Monitoring	Review documentation with a view of ensuring accessibility for pupils, parents and staff with visual impairment or language barriers	Review sign posting and information documentation	ongoing	SLT/ School office/ Marketing/Teachers	Child AND parent, can easily access the curriculum and other information documents.
Communication Tools	Investigation into the possible availability of written material in alternative formats	Engage the ICT support provider to investigate alternative methods of presenting School information documentation	ongoing	Head of digital learning/Head of Learning Support Department/ Office Staff	Families with specific requirements receive all documentation in a format that allows them easy access.

