



**THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL**

**ACCESSIBILITY PLAN**



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Author: Headteacher  
Date published: July 2025  
Date reviewed: July 2028

## **1. GOVERNING BODY STATEMENT**

*The Governing Body believes that it is the culture of Admiral Lord Nelson School to acknowledge the diverse needs of the whole community, recognising that everyone is equal and must be treated as individuals. All barriers must be removed so that inclusive and supportive learning opportunities are developed to enable the full potential of everyone.*

*Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.*

## **2. DEFINITION**

The Disability Discrimination Act (DDA) uses a very broad definition of disability:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities”

## **3. AIMS**

- The school’s policies, decision making, and procedures are carried out with due regard to the Equality Act 2010 in order that no one associated with the school or using our facilities is the subject of direct discrimination; indirect discrimination; harassment or victimisation.
- Students and employees are treated with equality in relation to sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity (protected characteristics as defined in the legislation).
- The school’s facilities are reviewed on an annual basis to monitor objectives and recommend improvements that may be made to maintain and improve accessibility to the school building.
- Regular monitoring of Health & Safety in relation to accessible features of the facilities are carried out and faults found through monitoring or reporting are dealt with at the earliest reasonable opportunity.
- Consideration will be given to making reasonable changes to facilities in order to improve accessibility for any prospective student or employee following recommendations made by information received or an appropriate professional advisor.
- The curriculum is suitable for the needs of all students through differentiation and modification of resources.
- Appropriate objectives are set that guide our priorities, in relation to the School Improvement Plan and Equality Policy. Objectives that will increase participation of students with disabilities in the curriculum; improve the physical environment for users with disabilities; and the availability of accessible information for students with disabilities.
- The school’s Accessibility Plan is to be reviewed every three years.
- This plan and our objectives are published on the school website.

## **4. VALUES**

ALNS values are to:

- Minimise any barriers to participation so that ALNS is as accessible as possible at all times to all users as is practical to do so;
- Do everything practical so students with disabilities achieve their potential;
- Work in partnership with parents, students, community users, outside agencies and our feeder schools;
- Make sure all users of the school are safe and included at all times;
- Foster a working atmosphere in which all individuals are given the opportunity to develop their self-esteem and respect for others;
- Match the curriculum to the needs of the individual student to enable the students’ lifestyle and culture to be celebrated;
- Allow access to the whole curriculum for all students.

## **5. OBJECTIVES**

The ALNS Accessibility Plan contributes to:

- maximising the participation and engagement of students with disabilities in the curriculum;
- the improvement and maintenance of the School's physical environment and facilities so that students with disabilities can take full advantage of the education and wide range of activities on offer.

## **6. RESPONSIBILITIES**

- The Governing Body are responsible for the Accessibility Plan and ensuring the actions are met.
- The Headteacher in conjunction with the Buildings and Community Manager will maintain the Accessibility Plan to ensure that current and future planning requirements are addressed. The Plan will be reviewed annually by the Deputy Headteacher: School Continuity, Wellbeing & Safety who will report to the Governing Body.
- The Headteacher and Senior Leadership Team are responsible for the day to day implementation of the plan, making sure that there is no discrimination within the school and all students with disabilities are able to access provision.
- All School staff and Governors have a responsibility to understand, support and implement actions associated with the plan.
- Students, through the School Council, will discuss matters relating to the consideration of students with disabilities at least once a year, with feedback being shared at a Full Governors meeting.

Everyone has a responsibility and is expected to report issues about access to the Headteacher and/or Chair of Governors so that these can be addressed.

## **7. DEVELOPING THE ACCESSIBILITY PLAN – APPENDIX 1**

### **i) Identifying Needs**

All students with additional needs (as defined by the Disability Discrimination Act) are recorded annually on the SEND Register, details of which are submitted to the DFE. Parents, carers and teachers collaborate to provide for the needs of individual students, as outlined in pupil profiles, individual educational plans and pastoral support plans. This process is managed by the SENCO in conjunction with the Headteacher. The views and aspirations of students with disabilities, their families and designated professionals are an important part of our development planning.

Parents or guardians of children with disabilities or additional needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised. Prior to any interview or visit, parents will be asked to complete an "Medical Information Form" and will be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an Education, Health and Care Plan (if applicable). Early notification is of great value, as it will enable the school to liaise with parents and/or existing schools to establish what reasonable adjustments can be made at ALNS to support the child's future education.

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective student will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the school may advise additional assessments for further clarification. If after consultation the school decides that it would not be able to discharge its legal and moral responsibilities to educate the prospective student and/or its contractual duties to the parent(s), ALNS will be unable to offer a place.

Most students stay at ALNS for five years. It is possible that during their education a student may have disabilities or his or her additional needs may first be identified or become more serious. Continuing communication between parents and staff is vital for ensuring that reasonable adjustments are made to facilitate the student's participation in school. If the school can no longer provide an environment suitable for the student to participate and thrive, it will consult with parents and where appropriate ALNS will request and support the move of the student to another educational establishment.

## **ii) Consideration of the Curriculum**

Increasing the extent to which students with disabilities participate in the school curriculum is covered by differentiation at a subject or individual teacher level and through various types of support. A specific student's needs will trigger briefings through staff meetings and email, giving advice on how those needs can best be met. Examples include:

- short, medium and long-term planning to meet the needs of every child;
- continued collaboration with external agencies;
- raised whole school awareness;
- support and commitment of all staff;
- peer support;
- high expectations;
- shared good practice;
- full access to curriculum and extra-curricular activities;
- progressive use of ICT;
- intelligent timetabling.

At all times, Admiral Lord Nelson School will take full account of:

- Specific impairments;
- Student and parental views;
- Advice from teachers;
- Advice from other designated and specialist professionals.

## **iii) Commissioning an External Accessibility Audit**

The purpose of commissioning an External Accessibility Audit is to seek specialist support in assessing the quality of site and building for access and to suggest improvements that could be made. Following an audit an action plan is produced and is used to guide decisions on the changes that are to be made. It is reviewed and monitored annually and contributes to the accessibility plan. This action plan allows the school to demonstrate progressive and continuing improvements for reasonable adjustments to improve access and inclusion. Priorities are made based not only on the audit but a cost against benefit analysis and a reflection on the longer-term effects of potential changes, which might be required during the Schools life span, and the continual changes to the population.

The most recent external accessibility audit for ALNS was completed in August 2024. Schools do not necessarily need to conduct another audit each time the accessibility plan is reviewed but should be pragmatic and make professional judgements as to whether using time on further audits and surveys would help to improve accessibility. However, if the school has significantly changed since the plan was written it may be appropriate to commission an External Audit before creating a new three-year accessibility plan.

## **8. MONITORING AND REVIEWING OBJECTIVES**

Accessibility improvements and issues are regularly monitored by the Facilities and Site development staff working group and the Health and Safety Committee that meet ½ termly.

The Accessibility Plan is maintained by the Headteacher and the Buildings and Community Manager and then reviewed annually by the Health and Safety Committee attended by the Governor with responsibility for Health and Safety. Additionally, it is reviewed every 3 years by the Local Governing Body (earlier if an external accessibility audit has been commissioned and completed).

## **9. RESPONDING TO DISCRIMINATION**

Admiral Lord Nelson School has a complaints policy which is available on the school website. Failing a successful outcome, the Disability Rights Commission (<http://www.equalityhumanrights.com/> Tel: 0808 800 0082) provides a confidential help line and a conciliation service.

A claim of unlawful discrimination may be made to the SEN and Disability Tribunal (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) , or an exclusions appeal panel, by the parent of a child with disabilities. If there has been unlawful discrimination, the Tribunal can order any remedy it sees fit, but no financial compensation is available.

## **10. REFERENCES & RELATED POLICIES**

Disability Discrimination Act, 1995;  
Equality Act, 2010;  
DFE Advice document 'The Equality Act 2010 and Schools' - May 2014;  
ALNS Accessibility Audit Report - August 2024;  
ALNS Equalities Policy  
ALNS Complaints Policy

**ALNS: Accessibility Plan 2025 -2028**

	<b>Target</b>	<b>Action/Strategy</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Short Term	To make environment/SITE safer for those with a visual impairment	To continually update markings	On going	Clear markings
Short Term	To make external environment safer for those with physical disabilities	To monitor the condition of flat surfaces around the school to allow for wheelchair access. To follow advice from LA SEND team and specialist advisors in relation to students with physical difficulties.	On going	All surfaces are fit for wheelchair access
Short Term	To improve staff knowledge and understanding of students' disabilities	SENCO to continue to maintain the SEND provision map and SEND register detailing individual needs. Specific advice/training to be delivered on the individual needs delivered on an annual basis to all staff	On going	SEND provision map and SEND register updated Staff training in place.
Short Term	To ensure up to date, user friendly, access to the school's SEND register that provides advice and guidance in meeting students' needs	Staff accessing and using information about students' needs to ensure full access to curriculum.	On going	All staff to have training on where to find the SEND data/information and seeking advice and guidance appropriately. Monitoring reflects actions taken by teaching staff as a result of the advice.
Short Term	Adhere to the requirements of the Equalities Act 2010 with regard to regular review of documentation etc.	LGB to formally accept the Accessibility Plan Use Equality Impact Assessment (appendix 3 of Equality Policy) in review process	On going	Ratified plan reviewed and in place
Short Term	To have highly effective transition plans	To maintain highly effective communication with parents through transition and parents of those students with SEND.	On going	Transition feedback from parents and students with SEND are positive.
Short Term	To ensure all students have access to a broad curriculum offer as possible	SENCO to provide intervention programmes for specific groups and monitor their performance and progress.	On going	Staff observations of different strategies used

		Teachers to provide a challenging curriculum for all students. Interventions to be put in place to support the progress of students underachieving and vulnerable groups.		Progress of students in the vulnerable groups is in line with or better than expectations
Medium term	The School continues to seek the advice of specialist services, such as specialist teacher advisors and SEND inspectors/advisors, and of appropriate health professionals	Advice given by specialist shared and actioned	On going	Changes made in response to advice and guidance from specialists.
Medium term	Students are consulted about issues that affect accessibility	The School Council discuss their views about the accessibility of the school site and curriculum.	Annually	Student views regarding accessibility are shared with Governors and contribute to accessibility action planning
Long term	<p>External Accessibility Audit Outcomes 2024</p> <p>Priorities will depend upon the changing needs of the student, staff and visitor populations in a responsive manner.</p> <p>Changes also need to be cost efficient in terms of their plausibility within the capital funding available.</p>	Open bulkheads to stairs require guarding;	On going through some capital expenditure	Minor works completed by Premises
Long term		External exits are stepped therefore disabled refuges are required.		
Medium term		The existing accessible parking requires improvement in design		5% Parking spaces with access to pavement are in place and better signage at entrance to school site.
Long term		The accessible toilets require improvement in design and layout; Hot water pipework is exposed in accessible toilets;		
Long term		The accessible shower cubicle is poorly designed and should be re-fitted; The accessible changing room has no alarm;		
Long term		The older internal doors achieve a restricted width; The entrance doors and corridor doors are very heavy to open.		



Long term		The main hall and sports hall do not look to be fitted with hearing loops.		
Medium term		Signage requires some improvement.		Identified signage issues addressed.