



Altrincham College

Accessibility Plan

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Approved by: Governors

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Background

Under the Equality Act 2010 schools are required to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Principles

At Altrincham College we have created an inclusive community. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoying their time at school, achieving and making a positive contribution to the wellbeing of the school community.

We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (Governors, staff, students, parents/carers and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle, underpinning all our policies.

Aims

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Altrincham College aims to provide a curriculum accessible to **all** its students, differentiated to meet individual needs and abilities and free from discrimination on any ground. This strategy aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated. Altrincham College has invested over previous years to ensure virtually the whole school site is accessible.

The plan is published on the school website as required by law, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Practice

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-

disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- School's Risk Assessments
- Health and Safety Policy
- Equality Objectives
- Special Educational Needs (SEND) information report
- Medical Conditions Policy
- Safeguarding Policy

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<p>Examples of Altrincham College's approach:</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students. • We use resources tailored to the needs of students who require support to access the curriculum. • Curriculum progress is tracked for all students, including those with a disability. • Targets are set effectively and are appropriate for students with special educational needs and/or disability. • Adaptation on all medium-term plans across the curriculum. • Providing specialist equipment to promote participation in learning by all pupils 	<p>Long-term:</p> <p>Continued CPD for staff around Quality First Teaching (QFT) and adaptation.</p> <p>Develop understanding of inclusive practice. Such as adaptations to equipment and environment</p>	<p>To continue to review current training need and offering and build in to CPD offer for that academic year.</p> <p>Continued Program of CPD based of review and current student need.</p>	<p>NON/CTR/AKN</p>	<p>September each year</p>	<p>Learning walks and observations demonstrate QFT and adaptation in the classroom.</p> <p>The gap between SEND and non-SEND students narrows.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The physical environment at Altrincham College is adapted to the needs of students and staff as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Disabled parking bays • Accessible toilets and changing facilities • Lowered benches for disabled access • Over 900mm wide doorways and corridors • Secure gates with call button at accessible heights. • New accessible seating with hand rails for specialist rooms • Fire evacuation plans / evac chair 	<p>Long-term:</p> <p>Short-term:</p> <p>All students with disability are timetabled in specialist classrooms other than those above.</p>	<p>Ensure all students with disability are timetabled in accessible specialist classrooms for September 2025.</p> <p>Adaptations to room timetable can be made when required.</p> <p>A new ramp to be installed at the steps outside the renovated toilets.</p> <p>Handrails implemented to allow for support up stairs</p>	<p>NON/AED</p> <p>DTR/Site staff/MMG</p>	<p>September each year</p>	<p>All lessons accessible in specialist classrooms by all students.</p>
<p>To ensure safe exit from building in case of emergency</p>		<p>Ensure all students / staff / visitors with disability can use exits in emergency</p>	<p>Implementation of evac chair on sixth form staircase</p> <p>Clear system for exiting sixth form stair case and named staff</p>	<p>MMG/SDY/NON</p>	<p>October 2025</p>	<p>All members of Altrincham College community and visitors are safely able to exit the building in an emergency</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery to disabled students of information which is readily accessible to students who are not disabled</p>	<p>Altrincham College uses a range of communication methods to ensure information is accessible. This includes, where needed:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources. • Pictorial or symbolic representations. • Use of radio communication systems for students who are Hearing Impaired. 	<p>Medium-term: Pictorial representations on all relevant doors when new room numbering labels are mounted.</p>	<p>Signs created and mounted. Act on anything from audit.</p>	<p>NON/EDN</p>	<p>Sep 2026</p>	<p>All relevant doors have pictorial representations.</p>
<p>Improve delivery of information shared is accessible to parents who may have a disability or difficulty</p>	<p>Staff hold online parents evening to make session physically accessible. Communication is emailed and followed up by letter. Written reports are sent home. Recorded sessions to access at home with accessibility tools</p>	<p>Medium term: Offer SEND/ additional needs alternative information sharing events for parents. Such as options events</p>	<p>Understand parental needs for such events and plan for supportive meetings. Use parent voice to capture needs Accessibility tools included on school website</p>	<p>NON/SEND team/AED</p>	<p>Termly review</p>	<p>Parents to feel understood and fully informed of school events and procedures and feel supported.</p>

Roles and Responsibilities

Altrincham College's SENDCo will be responsible for regularly reviewing and updating the school's Accessibility Plan.

Together with other members of SLT, and other school staff where appropriate, the SENDCo will work towards the aims of the Action Plan, monitoring and evaluating its progress.

All members of school staff have a responsibility to uphold the principles of the Accessibility Plan and improve the school environment for students with additional needs in accordance with this Plan's aims and practice.

Monitoring and Evaluation

This document will be reviewed at least every **3** years, but may be reviewed and updated more frequently if required.

It will be approved by the Governing Body and Headteacher of Altrincham College.