

ALAMEDA MIDDLE SCHOOL



Ambitious ■ Motivated
Confident to Soar

ACCESSIBILITY PLAN

NOVEMBER 2025

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AIMS

At Alameda, we are proud to provide an accessible and inclusive education to our pupils. There are always challenges in providing full accessibility to all, with diverse needs and financial constraints, but we are proud to be able to meet the needs of our children in terms of access to the physical fabric of the site and also the educational provision.

Alameda Middle School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

School is required under the Equality Act 2010 to have an accessibility plan and will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve and maintain the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability and delivery of accessible information to disabled pupils, staff, parents/carers and visitors with disabilities.

The Alameda Vision

“At Alameda we are Ambitious to achieve, Motivated to learn and confident to Soar.”

In line with this vision, our school is committed to ensuring that all pupils, staff and visitors can access education and school facilities equally. This Accessibility Plan sets out how we aim to remove barriers and improve access for pupils with disabilities, in accordance with the Equality Act 2010.

The plan will be made available online on the school website, 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-related needs.

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The school supports partnerships working where available to help develop and implement the plan effectively.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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, by addressing access to the curriculum, the physical environment and access to information through a monitored Action Plan and formal Accessibility Audit.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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
	Include established practice and practice under development	State short, medium and long-term objectives				
Increase access to the curriculum for pupils with a disability	Our school offers an accessible curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Use of adaptive technologies. Targets are set effectively and are appropriate for pupils with additional needs. Use of 'small gardens' and bungalow for some children so	Ensure that all pupils have access to the maximum curriculum experience possible. To improve assessment systems so that the progress of pupils with SEND is tracked accurately and effectively. Individual SEND Support Plans detail resources needed for children with SEND Support K or EHCPs OAP register details reasonable	Continue to identify any limiting factors to any planned activity and where practicable, provide alternative activity of a similar nature. Ensure adaptive teaching strategies are in place in all lessons, at all times to allow all pupils full access to the curriculum. SLT to work together to improve assessment reporting for children working	All staff SENDCo and SLT	Ongoing Ongoing	All students have access to the full breadth of curriculum experience and extra-curricular opportunities pupils can fully access the curriculum in lessons. Progress is effectively monitored.

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	they can access the curriculum in groups in a calm environment where appropriate. Effective use of fluid intervention for children with SEND. The curriculum is reviewed to ensure it meets the needs of all pupils. If a wheelchair user is on roll, the PE curriculum will be adapted through reasonable adjustments and inclusive practice to enable participation as fully as possible.	adjustments for children with identified needs that can be managed in the classroom.	below Age Related Expectations. Subject leaders monitor through lesson observations, learning walks and book scrutiny. SENDCO monitors through regular learning walks, book scrutiny and lesson observations.	Subject Leads SENDCO	Monitoring schedule Ongoing	Progress is good for children with SEND. Progress is good for children with SEND.
Improve and maintain access to the physical environment, including wheelchair users,	The environment is adapted to the needs of pupils as required. This includes: Ramps in most areas of the school	When needed, ensure that all subject areas within the school are accessible to hearing impaired and visually impaired	School is accessible, the only issues is the Alameda Walk and Sports Hall path which are rough and would be difficult to	Site team in discussion with SENDCO and School	Ongoing	Consider improving access to the Sports Hall in future plans.

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can access the full curriculum and school facilities.	• Corridor width • A disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Accessible facilities in the food technology room The school minibus is fitted with a wheelchair ramp and is available for use when required to support wheelchair users in accessing off-site provision, including the Sports Hall, as a reasonable adjustment where needed	pupils and wheelchair users. Use the wheelchair-accessible minibus when required as a reasonable adjustment to support access to the Sports Hall, PE and off-site activities	access via wheelchair. Reasonable adjustments would need to be put in place to ensure that any wheelchair user could access the P.E curriculum. Similarly, the DT room does not have Wheelchair benches. Reasonable adjustments would have to be agreed to ensure children with disabilities can access the DT curriculum. Ensure staff are aware of the availability and correct use of the wheelchair-accessible minibus. Use the minibus as a reasonable adjustment to support access to the Sports Hall and off-	Business Manager SENDCo/PE Team	Ongoing	Any pupil who requires wheelchair access is able to safely access the Sports Hall and off-site activities when needed.
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	Bungalow (Sensory and Small-Group Support Area) The school has developed a dedicated bungalow space designed to support pupils with special educational needs and disabilities (SEND) who may require a smaller, quieter working environment or a safe area to regulate and refocus. • Provides small-group and one-to-one teaching areas for targeted intervention. • Includes sensory equipment and calm-down resources to support emotional regulation. • Used flexibly throughout the day to promote inclusion and reduce sensory overload, with access to its own garden for quiet outdoor space.	Ensure the bungalow is effectively used to meet pupils' sensory and emotional needs and fully integrated into SEND provision.	site provision when required. Include use of the minibus in individual SEND planning and risk assessments where relevant • Continue developing use of sensory equipment and outdoor area for regulation and learning.	SEND/CO/SLT	Ongoing	
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			• Monitor impact on engagement, attendance, and emotional regulation through SEND reviews			Pupils with sensory or SEMH needs successfully access the bungalow space to regulate, engage, and make progress in line with their targets. Evidence of improved participation and wellbeing
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible. This includes:	Provide information for visually and hearing impaired pupils.	If and when needed (depending on information from lower schools), introduce the use of	SENDCO	Dependent on need	Curriculum resources and prospectus

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pupils with a disability	• Internal signage • Large print resources • Pictorial or symbolic representations		Braille and/or induction loops to support hearing impaired pupils. See reasonable adjustments OAP list for further information.			accessible to visually impaired pupils. Curriculum access for hearing impaired pupils.
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MONITORING ARRANGEMENTS

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

It will be approved by the Resources Committee.

