



APHS ACCESSIBILITY PLAN

2025-26

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Section: Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

Alderman Peel High School already demonstrates substantial strengths in enabling pupils with disabilities to access and engage with the curriculum:

- The school operates a robust key-worker system to assess and review both known and emerging needs, complemented by high levels of Teaching Assistant support and adaptive teaching strategies across subjects.
- Physical access is strong in many areas: a lift provides access to Art, Music, Drama, Catering and Computing; core curriculum subjects such as Science, History, Geography, RS and modern languages are taught on the ground floor.
- Pastoral and SEND support areas are ramp-accessible; accessible toilets, changing facilities and height-adjustable desks are in place in several teaching areas; and the swimming pool has a hoist. The school's pastoral provision and "hub" are notable strengths (Ofsted) and align with the school improvement priorities of Belonging and Developing Teaching by creating a caring environment where pupils are known, supported and encouraged to participate.
- Assistive technologies (screen readers, specialised software and physical aids) and accessible digital platforms further support inclusive access.
- Current practice on Personal Emergency Evacuation Plans (PEEPs) and efforts to ensure equal opportunity for PE, clubs and trips also contribute to curriculum participation.

These foundations put the school in a strong position to address the remaining barriers identified, notably access to English and Maths on the second floor, site thresholds and steps, the need for a specialist ASD resource base, and remote participation options.



Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<p>1. Increase access to English and Maths lessons currently located on the second floor without lift access</p>	<ul style="list-style-type: none"> - Conduct an audit of all second-floor English and Maths teaching spaces to identify physical access barriers and frequency of use by disabled pupils. - Reallocate, where possible, timetable and rooming to prioritise ground-floor or lift-accessible rooms for English and Maths lessons for pupils with mobility needs. - Introduce a formal rooming protocol in the school timetable system to flag the needs of pupils with disabilities and prevent placement in inaccessible rooms. - Provide portable adaptive furniture (height-adjustable desks, workstations) and classroom supports to ground-floor rooms to accommodate additional groups. - Where re-rooming is not feasible, 	<ul style="list-style-type: none"> - 100% of pupils with identified mobility needs are timetabled into English and Maths rooms that are accessible or supported by agreed adaptations. - Timetable data shows no disabled pupil assigned to inaccessible second-floor rooms without mitigation. - Record of staff training completed and portable equipment available in X ground-floor rooms (target number). - Reduction in timetable conflicts and fewer recorded instances of 	<p>SENCo / Timetabler / Site Manager / Headteacher</p>	<p>Audit and protocol within 3 months; re-rooming and portable equipment within 6 months; feasibility study and capital bid within 12 months.</p>



	<p>install a reliable, serviced evacuation chair and a covered external route and liaise with site team about adding a second lift or platform lift feasibility study (capital project bid).</p> <ul style="list-style-type: none"> - Train staff and TAs on managing in-class adaptations and on using portable equipment to ensure consistent support when pupils are taught in different locations. - Inform parents/carers and pupils of adjustments via SEND reviews and key-worker meetings; update Individual Provision Maps to record rooming adjustments. 	<p>missed curriculum time due to room inaccessibility (baseline vs 12 months).</p> <ul style="list-style-type: none"> - Feasibility study completed and capital bid submitted (if required). 		
<p>2. Improve overall site accessibility by removing steps, thresholds and other physical barriers where possible</p>	<ul style="list-style-type: none"> - Carry out a site-wide accessibility audit (external consultant with SEND and mobility expertise) to identify steps, thresholds, narrow circulation points and other barriers affecting curriculum access. - Prioritise works that directly enable curricular access (routes to core classrooms, specialist rooms, dining, library, sports and pastoral hubs). - Produce a phased accessibility 	<ul style="list-style-type: none"> - Accessibility audit completed and published to governors and staff. - Phased plan agreed by governors and costed within 6 months of audit. - Interim measures installed in priority locations within 3 months of plan approval. - Measurable reduction in 	<p>Site Manager / Business Manager / SENCo / Trust Estates Lead</p>	<p>Audit within 3 months; phased plan within 6 months; interim measures within 3 months of approval; major works phased over 12–36 months depending on funding.</p>



	<p>improvement plan with costings and risk assessments; link phases to capital budget and funding streams (academy trust, local grants).</p> <ul style="list-style-type: none"> - Implement low-cost interim measures (ramps, anti-slip nosing, threshold ramps, handrails, signage, tactile indicators) while planning major works. - Ensure contractors and site staff use inclusive design standards and consult pupils with disabilities and key workers during planning. - Keep an accessibility map and guidance for staff and parents updated showing accessible routes to curriculum areas and trip assembly points. 	<p>the number of curriculum sessions disrupted by site barriers (baseline vs 12 months).</p> <ul style="list-style-type: none"> - Positive feedback from pupils/parents about site accessibility in annual surveys. - Accessible route map available to all staff and included in trip planning documents. 		
<p>3. Build a specialist resource base for students with Autistic Spectrum Disorders (ASD) to support</p>	<ul style="list-style-type: none"> - Prepare a business case and specification for an ASD resource base that outlines curriculum objectives, staffing model (specialist teachers, therapy support), room requirements (sensory room, quiet teaching spaces), and projected impact on inclusion and outcomes. 	<ul style="list-style-type: none"> - Business case and specification approved by governors/trust within 6 months. - Funding secured or indicative funding pathway identified within 9–12 months. 	<p>Headteacher / SENCo / Trust Capital Lead / Governors (SEND Link)</p>	<p>Business case 6 months; funding 9–12 months; operational 12–18 months (subject to funding).</p>



<p>curriculum participation</p>	<ul style="list-style-type: none"> - Consult with parents, current ASD pupils, Local Authority SEN team and external specialists to shape the model. - Identify and ring-fence a suitable space on site or options for modular accommodation. - Secure funding through the academy trust, LA capital grants or DfE/charitable grants; submit proposals and follow procurement policy. - Recruit or train specialist staff (ASD-experienced teachers, speech and language or occupational therapy links) and create clear referral and transition pathways into the base. - Develop a curriculum offer that balances in-base differentiated provision with supported access to mainstream lessons and extracurricular activities; establish timetabling and staffing for mainstream integration. - Monitor outcomes through Individual Provision Maps, attendance, 	<ul style="list-style-type: none"> - Space identified and prepared; base operational with specialist staff within 12–18 months (subject to funding). - Clear referral criteria, pupil pathways and timetables documented and used for intake. - Measurable improvements in engagement and progress for pupils using the base (attendance, behaviour incidents, progress in English/Maths) within the first 12 months of operation. - Positive feedback from parents and pupils and reduction in the number of external placements sought for ASD needs. 		
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	behaviour logs and progress in English and Maths.			
4. Increase access to learning for pupils unable to attend lessons through streaming and remote-learning technology	<ul style="list-style-type: none"> - Audit current AV, network and GDPR-compliant remote-learning capability in classrooms and for off-site pupils. - Identify priority rooms (English, Maths and other core lessons) for live-stream upgrade and establish a standard classroom streaming kit (camera, microphone, interactive display/recording). - Pilot streaming in a small number of lessons with clear safeguarding, attendance and participation protocols; ensure staff training and expectations are provided. - Update the school remote-learning policy to include access for pupils with disabilities, ensuring reasonable adjustments, safeguarding, data protection and record-keeping. - Provide training for teachers and TAs on pedagogical strategies to engage remote learners and to adapt materials for accessibility (captioning, 	<ul style="list-style-type: none"> - Audit completed and upgrade specification produced within 2 months. - Streaming kit installed in priority rooms (target number e.g., 4–6 rooms) within 6 months of approval. - Pilot completed with evaluation showing maintained or improved engagement for remote learners. - Remote-learning policy updated and safeguarding processes embedded; staff training completed and logged. - At least 90% of remote learners can access live lessons with appropriate assistive technology and report they can participate 	Headteacher / IT Manager / SENCo / DSL / Curriculum Leaders (English & Maths)	Audit & spec 2 months; pilot and training 3–6 months; wider roll-out 6–12 months.



	<p>transcripts, compatible file formats).</p> <ul style="list-style-type: none"> - Ensure assistive technology used by pupils (screen readers, alternative access devices) integrates with streaming platforms; provide IT support and loan devices where needed. - Monitor engagement, attainment and wellbeing of remote learners through key-worker reviews and adapt provision accordingly. 	<p>effectively.</p> <ul style="list-style-type: none"> - Data demonstrates that pupils accessing streamed lessons do not fall behind their peers in progress measures over a term. 		
<p>5. Ensure consistent use of pupil SEND information and recommended strategies in lessons to support curriculum participation</p>	<ul style="list-style-type: none"> - Review and standardise the format of SEND information shared with staff (strand-specific one-page profiles, classroom strategies checklists, and Individual Provision Maps) to ensure precise, actionable guidance. - Implement a central, secure digital hub where teachers can quickly access up-to-date SEND information and strategies for each pupil; integrate with the MIS/timetable where possible. - Deliver targeted CPD for all teaching staff on interpreting and applying student-specific strategies within 	<ul style="list-style-type: none"> - New standard SEND documentation adopted and accessible to all staff within 2 months. - 100% of teaching staff complete CPD on applying SEND strategies within 6 months. - Termly monitoring shows consistent application of recommended strategies in at least 90% of observed lessons for pupils with SEND. 	<p>SENCo / CPD Lead / Curriculum Leaders / Senior Leadership Team / Governors (SEND Link)</p>	<p>Standard documents 2 months; CPD and digital hub 3–6 months; monitoring ongoing termly.</p>



	<p>lesson planning and differentiation; include modelling and coaching by SENCo and lead practitioners.</p> <ul style="list-style-type: none">- Establish classroom observation and book-scrutiny routines that include checks on the application of recommended strategies and adjustments; provide feedback loops and professional development.- Ensure key-workers and SENCo carry out regular termly reviews with evidence of classroom application and pupil outcomes; include pupil voice on the effectiveness of strategies.- Report to governors termly on compliance, training completion and impact on pupil progress and behaviour.	<ul style="list-style-type: none">- Improved outcomes for pupils with SEND in engagement, presentation and progress in English and Maths over two assessment cycles.- Reduction in teacher-reported instances where lack of precise information impeded lesson planning.- Governors receive termly reports showing progress against these measures.		
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Summary / Next steps

- Begin the audits and schedule review of business cases and phased capital works.
- Ensure progress against each objective is reported with measurable evidence and adjustments to the plan as required.