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St. Anne's School
ALDERNEY

ACCESSIBILITY ACTION PLAN

Policy

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Date: 21 September 2026

Next review by: February 2027

Document Control & History

Version	Date	Author	Reviewer	Summary of Changes/Notes	Issue Date
1.0	7/19	Dir Ops (Ed.)		States of Guernsey Review date June 2022 Draft consulted on during May/June 19. V1.0 incorporates feedback	7/19
1.1	10/19		A Hunt	Formatting amendment in St Anne's School Colours - GG version here	
1.2	2/21		KS	Changes to Action Plan to update specific actions Updated requirements for 2020 – 2022 exam series.	
1.3	2/22		KS	Reviewed, no changes required.	
1.4	1/23		SP	Amended Headteacher name	
1.5	1/24		KS	Reviewed, no changes required.	
1.6	1/25		KS	Updates to contact details. Changes in wording in line with ALN Code of Practice 2024.	
2.0	1/26		KS	Updated version based of Education Dept Action Plan template	1/26
2.1	09/26		AG	Updated Headteacher name	09/26
This policy will be reviewed in accordance with the States of Guernsey document control policy - www.gov.gg/education					

1. Definition of additional learning needs

In this plan, additional learning needs (ALN) refers to a learning difficulty that requires additional educational provision.

The ALN Code of Practice (July 2024) says children have a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of their age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in schools for children of their age; or
(c) are under the age of five years and are, or would be if special educational provision were not made for them, likely to fall within paragraph (a) or (b) above when over that age.

A child does not have a learning difficulty solely because the language in which they are, or will be, taught is different from a language which has at any time been spoken in their home.

2. Definition of disability

Disability is a term, set out in The Prevention of Discrimination (Guernsey) Ordinance, 2022: A person has the protected ground of disability if the person has one or more long term impairments. A long-term impairment is an impairment which

(a) has lasted, or is expected to last, for not less than six months, or
(b) is expected to last until the end of a person's life.

Not all learners who have a disability will have ALN. They only have ALN if the disability prevents or hinders them from making use of educational or training facilities of a kind generally provided for others of the same age in education settings, and they need additional learning provision. (ALN Code of Practice, 2024).

3. Key Objective

This Accessibility Action Plan helps to identify potential barriers for disabled learners and considers what improvements. Schools must have an Accessibility Action Plan in place by October 2028.

4. Aims

At St Anne's School, we are committed to creating and sustaining a culture that values, supports and promotes diversity in its broadest sense. Our school community brings together a rich mix of people with differing perspectives, learning abilities, skills, background and experiences. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to reduce all types of discrimination:

- **Direct discrimination -** Treating someone less favourably than you treat or would treat others, because of a protected ground.
- **Discrimination by association -** Treating someone less favourably than you treat or would treat others, because of their association with another person, in circumstances where similar treatment of that other person would constitute direct discrimination
- **Indirect discrimination -** Applying a provision, criterion or practice (PCP) which puts those who share a protected ground (including the specific individual in question) at a particular disadvantage, and which cannot be justified as a proportionate means of achieving a legitimate aim (objective justification).
- **Discrimination arising from disability -** Treating a person unfavourably because of something arising in consequence of their disability

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.

In particular, St Anne's recognises its duty to:

- Not discriminate against learners with a disability in admissions, suspensions and provision of education;
- Not treat disabled learners less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled learners or staff, so that they are not at a substantial disadvantage;
- Plan to enable full access to education for disabled learners;
- Publish an Accessibility Action Plan;
- Recognise and value parents/carers' knowledge of their child's disability and its effect on their ability to carry out normal activities and respect their rights to confidentiality;
- Provide all learners with a broad and balanced curriculum, adapted to meet the needs of individual learners and their needs;
- Set suitable learning challenges;
- Overcome potential barriers to learning and assessment for individuals and groups of learners.

5. Reasonable adjustments

Under legislation, schools have a duty to make reasonable adjustments when providing education. Reasonable adjustments are changes made to remove or reduce a substantial disadvantage for disabled learners. These may include, but are not limited to:

- Adapting the curriculum;
- Agreeing to a different way to undertake learning;
- Providing equipment, resources or specialist support and
- Making changes to the physical feature of the setting to improve accessibility.

The aim is to ensure that disabled people have access to the same opportunities and the same services, as far as possible, as someone who's not disabled. Education providers do not need to provide the adjustment if it would be a disproportionate burden to do so.

St Anne's School is committed to making the school environment as accessible as possible for learners, staff and visitors. The school buildings and facilities are accessible to all.

In relation to accessing the curriculum, the school will continue to seek and follow the advice of the States of Guernsey and outside agencies, such as specialist teacher advisors, ALN consultants and appropriate health professionals. The school will use, where possible, the available resources (human and physical) to offer assistance during assessments or exams, use of aids and equipment, including assistive technology, and re-rooming of lessons.

Reasonable adjustments have been made to the school premises to increase accessibility, including a lift, ramps edged stairs and hand rails. There is an 'All Access Changing and Toilet' facility available.

The school will provide information to students, staff, parents/carers and visitors in alternative formats when required or requested.

Learners with additional needs are supported by:

- High Quality Inclusive Practice, including adapted teaching and learning activities;
- Provision of aids such as laptops or reader pens which are part of learners' normal way of working;
- Small group or 1:1 interventions following pupil progress meetings, including literacy, numeracy, social and emotional needs;
- Bespoke timetable/reduced or alternative curriculum for identified learners;
- Lift and ramps installed, making all classrooms/school buildings accessible for all, including wheelchair users;
- Stairs with yellow edges/bannisters to assist the visually impaired;
- Health Care Plans shared with staff and displayed in staffroom;

- Examination Access Arrangements are applied for if they are reasonable adjustments that reflect the pupil's normal way of working.

6. Examinations

Pupils with additional needs will be supported through every examination series to ensure that there is equality of opportunity.

All examination centre staff ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Procedures

- All exam rooms are accessible; chairs are made available when queuing outside, if needed;
- There is an appropriate toilet near all areas;
- Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series;
- All areas have had internal risk assessments carried out;
- If any candidate needs to take regular medication, invigilators will make this possible;
- Pupils who use a mobile phone for medical reasons, for example diabetes, will be allowed supervised access to their phone as required and as detailed on Form 9;
- The Examinations Officer will be notified if there are any exceptional health issues;
- Any specialised equipment will be provided and an appropriate examination area selected;
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate;
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants;
- All invigilators will either receive training including disability issues or will work alongside an experienced invigilator;
- The ALNCo will make the Examinations Officer aware of any issues concerning individuals in the main exam rooms;
- The ALNCo will take the lead in applying for access arrangements online, based on appropriate assessments and knowledge of candidate needs. A list of candidates with access arrangements will be produced and available in the files.
- Any complaints made by candidates with disabilities should be directed, in the first instance, to the Examinations Officer, who will initiate an enquiry.

7. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary. It will be approved by the Headteacher.

8. Links with other policies

This Accessibility Action Plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- St Anne's Behaviour Policy
- Anti bullying policy
- Additional learning needs (ALN) Code of Practice (2024)

End. Version 2.0 KS/WW January 2026

St Anne's School, Alderney

Accessibility Action Plan

The purpose of the Accessibility Action Plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils;
- Ensure that examination access arrangements are put in place.

Aim 1 – To ensure all pupils can participate in the curriculum

Target	Current Good Practice	Further Actions to be Taken	Timescales	Persons Responsible
1. Ensure the setting curriculum is fully accessible to all learners including those with a disability	• Our school offers High Quality Inclusive Practice for all learners. • We use resources tailored to the needs of learners who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all learners, including those with a disability. • Targets are set and reviewed for learners with additional needs, through an Individual Learning Plan. • Planning and review meetings are held for learners on the ALN list at ALN-Specialist. • Annual Reviews are held for learners with a Determination. • The curriculum is reviewed to ensure it meets the needs of all learners. • British Sign Language input is available, at basic level, to meet the needs of learners/ parents/stakeholders.	Drop-ins by ALNCo to monitor provision. Lesson observations and fly-bys include monitoring provision for pupils with ALN.	Weekly As per Monitoring and Evaluation Cycles	ALNCo Subject Leaders ALNCo SLT Headteacher

Target	Current Good Practice	Further Actions to be Taken	Timescales	Persons Responsible
2. All setting visits and trips to be accessible to all.	• We offer disabled pupils the opportunity to participate in trips alongside their peers, with reasonable adjustments. • Staffing ratios are increased, if necessary, for pupils with a disability.			
3. Ensure all learners including those with additional needs or disabilities are able to participate equally in lunchtime and extra-curricular activities.	• All learners have equal access to clubs. • A range of sports and non-sports clubs are offered.	Attendance at clubs to be monitored.	Termly	ALNCo
Aim 2 – To improve the physical environment of the setting and increase the extent to which all pupils, including those with additional needs and disabilities can take advantage of education and associated services.				
Target	**Current Good Practice**	**Further Actions to be Taken**	**Timescales**	**Persons Responsible**
1. Access and adaptations to the physical environment for disabled members of the setting community is considered at the planning stage of any future building works or minor capital submissions	• Where improvements to the site are required, the Site Manager seeks the involvement of Jon Williams/SPU in early stages of thinking and planning of works. • Improvements are made as needed for learners with disabilities. • Recommendations on reasonable adjustments, from Children's Occupational Health and Physiotherapy Services, are followed in relation to individual disabled learners.	High visibility strips to be added to access points to outside spaces in Reception and Y1/2.	Within 6 months.	Site Manager

Target	Current Good Practice	Further Actions to be Taken	Timescales	Persons Responsible

2. Maintain the physical environment	• The environment is adapted to the needs of disabled users as required.
	• This includes:
	  • Ramps
	  • Lift
	  • Disabled parking bay always available – signage on drive gates to phone for access
	  • All access toilet facility
	  • Raised tables for wheelchair users (e.g. in Food Room)			

3. Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff	• Personal emergency evacuation plans (PEEPS) are put in place for disabled learners/staff (NB lifts cannot be used). These are held on file with the Site Manager.	Update PEEPS as required or new needs arise.	As required.	ALNCo

4. Risk of learners leaving school site.	• Robust safeguarding measures are in place in terms of learners leaving the school site without permission.
	• For learners with additional needs, who are at risk of absconding, measures are in place such as:
	  • Named adult on duty for direct supervision at social times.
	  • Mobile phone in the Den to alert SLT.			

Aim 3 – To improve the delivery of information to all pupils, parents and wider stakeholders, including those with additional needs or disabilities.				

Target	Current Good Practice	Further Actions to be Taken	Timescales	Persons Responsible
1. Ensure that all communication methods are reviewed annually to ensure equality of access.	• Whole staff training in dyslexia friendly classrooms. • Website reviewed to check that it is fully accessible. • Parents/carers contacted via group call, email, telephone or letter as appropriate. Written communications (email/letter) are translated into home language if there is a barrier evident. • Advice from Inclusion Services is followed, where it is a reasonable adjustment for pupils with physical disabilities (e.g. hearing impaired learners).	Review of classrooms to be undertaken by LG and advice given to individual educators. Checks to be made.	Within 12 months Within 12 months	LaLSIT/ALNCo Head teacher/Admin
2. Use a range of ICT equipment to support the delivery of information needs of disabled learners.	• Use of accessibility features of iPads and Chromebooks. • Use of voice to text software for selected learners in the Den.	Monitor whether accessibility features are being used for specific learners with ALN. Specific learners to receive 1:1 training in accessibility features. Transfer use into mainstream class.	Within 12 months Within 12 months Within 12 months	ALNCo ALNCo Complex Needs Teacher

Target	Current Good Practice	Further Actions to be Taken	Timescales	Persons Responsible
3. Examination Access Arrangements	• Examination Access Arrangements are considered from Year 9 upwards. • Teachers evidence normal way of working and alert ALNCo to any need that they have identified. • ALNCo assesses pupils to determine appropriate access arrangements. • Access arrangements are applied on a subject-by-subject basis (based on teacher confirmation of need and normal way of working). • Online applications are made for access arrangements or referred to the awarding body as appropriate, unless centre delegated. Access arrangements include, but are not limited to: • Use of laptop (with power lead available) • Reader pen • 25% extra time • Supervised rest breaks • Alternative rooming • Reader/computer reader • Voice to speech technology • Mobile phone for medical purposes – Pupil with Type 1 Diabetes is allowed access to personal mobile phone to monitor insulin levels.	Exams Officer to arrange rooming and set up laptop. IT technician to check software is available (as identified by Exams Officer). Exams reader pen available for use by selected candidates (if normal way of working) Form 9 completed and on file. Invigilator to be made aware of access arrangement.	Year 9 onwards Prior to each exam Prior to exam series	ALNCo All educators Exams Officer/Head of Centre ALNCo Exams Officer

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The main school is built over three storeys. There is also a mobile classroom in the playground.	No action required.	N/A	N/A
Corridor access	All corridors are wide enough to allow passage by a wheelchair user.	Checked annually as part of Site and Premises Audit.	Head teacher and Site Manager	Annually.
Lifts	There is a lift between the different levels, operated by a key. The key is kept in the front office.	Annual service plan in place. Learners or staff with temporary need (e.g. on crutches) to be given temporary access to the lift. Older pupils may be given the lift key, younger pupils to be accompanied by a member of staff.	Head teacher/ALNCo	Annually.
Parking bays	One disabled parking bay is marked, adjacent to the main entrance. Gates include signage with telephone number to arrange disabled access.	Parking bay left vacant and not used other than in a 999 emergency and as required for specialist teams.	All staff.	N/A
Entrances	The main school entrance and entrances from the playground, are on the level and accessible by wheelchair.	No action required.	N/A	N/A
Ramps	There are ramps from the playground to the geography hut; from the main building to the science/technology block and from the English room to the field (emergency exit).	Site and Premises staff monitor for repairs.	Site manager	On-going.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Toilets	A fully inclusive toilet is available, next to the library.	Ensure that the emergency alarm is working.	Site manager	Annual checks in place.
Reception area	The reception area is on the ground floor and accessible.			
Internal signage	Rooms labelled.			