



The Dormston School

Accessibility Plan 2024 - 2027

Date	Review date	Leads	Nominated Governor
September 2024	September 2027 Last reviewed April 2026	Headteacher Assistant Headteacher of Inclusion Business Manager	Emma Hindle
			Ratified: Chairs Action
			Date: April 2026
			Website: Yes

Key people relating to this policy:

Headteacher
Assistant Headteacher of Inclusion
Business Manager

School aims, values and ethos

At The Dormston School, our values reflect our commitment to being a school where there are high expectations of everyone. We aim to prepare our children for the opportunities, responsibilities and experiences of life by providing a wide range of high quality, stimulating and challenging learning opportunities so that each child attains and achieves all that they are able to. We strive to create a community that is supportive and friendly as well as challenging, so we can establish good learning habits for school and for the future. We want the very best for all our children and everyone in our school is important and included. We recognise and value everyone's uniqueness and success. We celebrate learning in all its forms and are committed to nurturing lifelong learners who have confidence and good self-esteem. The school aims to ensure that our physical environment, curriculum and written information are as accessible as possible. Staff receive regular training in supporting children with SEND and we work with a range of external agencies to achieve this end. Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Contextual Information

The Dormston School is a larger than average sized secondary school with 1145 pupils currently on roll. It is a multi-storey building with an additional single storey block built in 2017. Over several years, the school building has been adapted and developed to improve accessibility, where possible.

We cater for children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

Current access arrangements at The Dormston School

- Most areas of the school are accessible to all pupils. The upper levels of A Block, B Block C Block, parts of D Block are only accessible by stairs.
- There are three designated disabled parking bays on the school car park.
- Disabled toilet facilities in the main school building and in the PLC are fitted with a handrail and a pull emergency cord.
- Evacuation chairs are situated throughout the main building and are suitable for use by children and adults with disabilities.
- The atrium is fully accessible for wheelchair users. Several entrances have ramped access. The school has internal emergency signage and escape routes are clearly marked
- Personal Emergency Egress Plans are in place for identified pupils, parents and staff
- All school information is available in large print on request and pupils with VI and/or visual stress have access to appropriately sized and or coloured exercise books and overlays
- The school supports any available partnerships to develop and implement this plan
- Liaison with specialist services to ensure appropriate support is provided for identified pupils and reasonable adjustments made
- All lessons, education visits, learning experiences and after school clubs are accessible to all pupils irrespective of attainment or impairment
- All computers have access to colour veil to improve accessibility for pupils with visual stress or Irlen's syndrome.

- Expectations for all are high and everyone is valued and made welcome
- The school works to identify and puts measures in place to eliminate barriers to learning and participation
- Teaching staff have a good understanding of how disabilities can affect learning and ensure their planning & teaching is inclusive, varied and adapted to meet the needs of all individuals and groups
- The school has a clear complaints procedure and an 'open door' policy to ensure issues are dealt with promptly
- If you have any concerns relating to accessibility in school, please contact any of the key staff named on the front page
- This plan will be made available online on the school website

Purpose of this plan

Under the Equality Act 2010, it is statutory for schools to have an Accessibility Plan. This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The purpose of the plan is to ensure we meet our statutory duties towards our pupils, parents, carers, staff, Governors and members of the wider community who may have a disability, in order that all may have the fullest possible access to our provision. Where pupils and prospective pupils are concerned, school also acknowledges its non-discrimination and planning duty under the SEND Code of Practice January 2015.

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. Under this Act, a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out 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.

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

This plan was drawn up following a detailed audit of the three areas – access to physical environment of school, access to school curriculum and access to written information.

Accessibility Action Plan

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of The Dormston School. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes and ensure that all children are enabled to participate fully in the broader life of the school. Consequently, all children are permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale	Responsibility	Success criteria
Ensure that all teachers & learning support assistants have updated training on a regular basis on key difficulties and needs (cognition and physical)	Identified staff meeting time to deliver in house training	September 2025 and updates held annually	SENDCo/AHT for Inclusion	All staff will be aware of and using agreed strategies to support pupils with identified needs
To identify Year 6 pupils who may need adapted or additional provision on entry to Year 7	Liaison with feeder schools and parents to share information and prepare for the new intake of children into Year 7 classes	June/July each year	AHT for Inclusion, and Transition Lead	School has clear understanding of the needs and adaptations required for the new intake Provision/resources/equipment in place ready for when the children start Year 7
Ensure all staff have thorough understanding of disability and equality issues	Identified staff meeting time to deliver in house training Regular communication updates on issues prevalent within the local community and school	September 2025 and updates held annually	SLT/Head of Citizenship	All staff will understand the requirements of the Equality Act 2010. All staff will promote it throughout the school and within their teaching.
To review policies to ensure that they reflect inclusive practice and procedure	When policies are reviewed Equality Act 2010 is referenced where relevant.	Ongoing within policy review cycle	SLT/SBM	All policies clearly reflect inclusive practice and procedure

To offer an adapted curriculum to meet all pupils needs	Curriculum leaders and SENDCo work closely together to review schemes of work. SENDCo/AHT for Inclusion provides practical strategies to support adaptation of lessons and resources	September 2025 and ongoing thereafter	SLT/Curriculum Leaders/SENDCo	Curriculum is clearly adapted to meet the needs of all pupils
Ensure that resources are tailored to the needs of pupils who require access to the curriculum	SENDCo/AHT for Inclusion provides practical strategies to support adaptation of lessons and identify key resources Teachers to apply this knowledge to ensure adaptation to resources are made	September 2025 and ongoing thereafter	All teaching staff	Specially adapted resources are in place tailored to individual needs
Curriculum resources will include examples of people with disabilities	Curriculum leaders to identify/create key resources that show representations of individuals with disabilities	September 2025 and ongoing thereafter	Curriculum leaders	Curriculum resources are fully representative

2. Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school. As they move through the school, adaptations are made to the physical environment of their classroom in order to fully meet their needs.

Target	Strategies	Time scale	Responsibility	Success criteria
Make access to school easier for those with blue badges	Make a designated disabled bay at the front of the school building	October 2026	SBM/Site Manager	Easier access to front of school for blue badge holders

To maximise the number of classrooms that are accessible in A Block	Investigate ways to move forward in relation to suitability of ramps within the confines of the building layout. If identified suitable, to purchase mobile ramp in order to provide access to all A Block downstairs classrooms. Rooming of English and Maths to be considered so students are always able to access lessons	Autumn term 2026	SBM/Site Manager/AHT responsible for timetabling	Additional classrooms accessible to students with restricted mobility
To ensure that all outdoor areas are accessible to children and adults with disabilities	When planning any further outdoor developments ensure access for all is considered	Ongoing as developments are done	SBM/Site Manager/SLT	New developments are accessible for all pupils/staff and parents
Improvements to help the visually impaired	External steps highlighted in yellow/non-slip paint	Ongoing maintenance	SBM/Site Manager	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Classroom furniture suitable for wheelchair users	Plan any classroom/library developments to increase access to learning	Ongoing as developments are done	SBM/Site Manager	Learning environment adapted to meet the needs of pupils as required
Ensure that where available all lifts are in good working order	Maintenance and repairs of lifts in PLC and Atrium	December 2024 and ongoing maintenance thereafter	SBM	Students/staff/visitors with mobility issues are able to access first floor areas. In working order but not for in use of emergency. Evidence of statutory inspections being carried out. Repairs completed in a timely fashion.

To maintain a system for evacuating wheelchair users and /or children and adults with a disability from the building	Signage to be visible and Fire Evacuation Policy to be updated annually. Key staff trained to train. Record of other staff trained updated and maintained All staff to receive ongoing regular training	December 2026	SBM	Visitors/parents who are unable to vacate the building independently during an evacuation will have a clear system to follow and an identified initial muster point. Key staff for both the school and centre will be trained and confident in the use of evacuation chairs. All training is updated regularly
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3. Improving the delivery of written information to pupils, staff, parents, carers and other members of the school community

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. We will ensure that the information is provided in a preferred format and within a reasonable timeframe.

Target	Strategies	Time scale	Responsibility	Success criteria
To ensure that visually impaired parents and visitors have access to adapted information about the school	All information on website to be made easily accessible via the use accessibility tool	October Half Term 2026	SBM	All visitors to the school will receive key information in a form that is accessible to them.
Availability of written material in alternative formats	Improve availability of information for parents: • Audit of parental languages so that key docs are readily available for EAL parents/carers • Translated documents provided as and when required • Accessibility/Translation function available on school website • Large print resources • Braille	Ongoing	School office staff	Information made available in alternative formats when required so that it is accessible for all.

	• Induction loops • Pictorial or symbolic representations			
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