St Dunstan's College

PART OF
ST DUNSTAN'S EDUCATION GROUP

ACCESSIBILITY PLAN

Policy Owner:	Chief Operating Officer (COO)
ISSR Reference:	Part 1 – Quality of Education Provided Part 8 – Quality of Leadership in and Management of Schools
Date of review:	Autumn 2026
Approved by:	Local School Board
Date of next review	Autumn 2027

Version control information

Reason for Amendment	Role	Date	Main changes
New template	Chief Operating Officer	Trinity 2025	Transfer to new template
Review of policy and actions plans	Head of Senior School Head of Junior School SENDCOs (JS and SS)	Michaelmas 2025	Updated policy Agreed action plans
Annual review	Head of College and Deputy Head Junior School	October 2026	No changes required

1. Introduction and aims

This policy applies to all staff, pupils, parent/carers, visitors and contractors and third-party providers.

St Dunstan's College is committed to providing an inclusive and welcoming environment that promotes equality and embraces diversity. It will treat all pupils, staff and visitors fairly and with respect. This involves providing access and opportunities for all pupils and staff without discrimination of any kind so that everyone can participate fully in school life. The school is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

St Dunstan's College (the school) aims to:

- Value all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- Develop and deliver an Accessibility Plan that outlines how the school will improve accessibility for pupils, staff and visitors, in line with Equality Act 2010
- Ensure all staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- Improve the physical environment of the school for the purpose of increasing accessibility for all
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils can take full advantage of curricular and co-curricular activities, facilities or services offered by the school
- Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

2. Legislation and definitions

2.1 Legislation

This policy is informed by the Equality Act 2010. The Equality Act 2010 protects people with disabilities from discrimination, harassment, and victimisation in areas such as employment, education and access to services. It requires reasonable adjustments to ensure disabled individuals are not disadvantaged. Schedule 10 of the Equality Act 2010 specifically relates to accessibility for disabled pupils in schools. It lays out the duties of schools and local authorities to improve access to education for disabled students. Schools are required to

make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The School's Special Educational Needs and Disability (SEND) Policy sets out the policy on reasonable adjustments.

Guidance for schools on applying the Equality Act 2010 is available from the DfE:
Department for Education (DfE) Guidance for schools on the Equality Act 2010

2.2 Definitions

Accessibility Plan	An accessibility plan seeks to: 1. Increase the extent to which disabled pupils, staff and visitors can participate in all school activities, curricular and co-curricular 2. Improve the school's physical environment for the purpose of increasing the extent to which disabled pupils, staff and visitors can take advantage of all aspects of school life 3. Improve the delivery to disabled pupils, staff and visitors of information which is readily accessible to individuals who are not disabled.
Disabled	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.
Reasonable adjustments	Defined by the Equality Act 2010, reasonable adjustments are changes that employers, service providers, or education institutions must make to remove barriers faced by disabled people. These adjustments seek to ensure equal access and opportunity and must be *reasonable* depending on factors like effectiveness, cost, practicality and the resources of the organisation.

3. Role and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan's Education Group Board has ultimate responsibility for ensuring compliance with this Accessibility Plan but will delegate day-to-day responsibility to the Chief Executive Officer (CEO) who in turn delegates to the Head of College.

The Local School Board is responsible for:

- Ensuring an approved Accessibility Plan is in place for the Junior and Senior Schools and reviewed annually
- Monitoring progress with the plan, including termly consideration of associated KPIs
- Ensuring that accessibility is embedded in the Group's core purpose, values and strategy.

3.2 The Chief Executive Officer of St Dunstan's Education Group

The Chief Executive Officer (CEO) is responsible for:

- Having strategic oversight of the Group's Equality and Diversity Policy and the implementation of the individual schools' Accessibility Plans
- Ensuring adequate resource and support is in place for the individual schools to deliver their Accessibility Plans
- Championing equality and diversity as part of the Group's core purpose and values.

3.3 The Head of College and Head of School

The Head of College and Head of School are responsible for:

- Overseeing the school's Accessibility Plan
- Seeking input from stakeholders (pupils, staff, parents/carers) to consider improvements to the Accessibility Plan
- Overseeing the work of the Special Educational Needs and Disability Coordinator (SENDCO)
- Ensuring that their staff are aware of this Accessibility Plan and understand their role in delivering it
- Ensuring that the school's CPL programme includes opportunities to develop inclusive teaching practices
- Monitoring performance and KPIs related to the Accessibility Plan, providing annual updates to the governing body.

3.4 Chief Operating Officer

The Chief Operating Officer (COO) is responsible for:

- Ensuring the Accessibility Plan is up to date and compliant with Equality Act 2010 and best practice
- Overseeing the estates, facilities and staff aspects of the school's Accessibility Plan
- Overseeing the Group's estates masterplan, ensuring that accessibility is integrated into all aspects of future upgrades and developments

- Monitoring performance and KPIs related to the estates and facilities aspect of the Accessibility Plan, providing annual updates to the Governing Body.

3.5 The Director of Estates & Commercial Activities

The Director of Estates & Commercial Activities is responsible for:

- Leading on the estates aspects of any accessibility-related improvements
- Managing estates-related projects to ensure they are always underpinned by good accessibility principles.
- Monitoring performance and KPIs related to the estates and facilities aspect of the Accessibility Plan, providing annual updates to the executive.

3.6 The Special Educational Needs and Disabilities Coordinators

The Special Educational Needs and Disabilities Coordinators (SENDCOs) are responsible for:

- Reviewing the school's policies, procedures and facilities and their impact on pupils and prospective pupils who are disabled
- Identifying the needs of pupils with SEND and assessing the accessibility needs of individual pupils
- Coordinating learning support profiles and liaising with staff to ensure appropriate adjustments and support are in place
- Providing training and guidance for staff on inclusive teaching practices and accessibility awareness and the specific commitments made on the school's Accessibility Plan
- Providing clear guidance and support to staff on making reasonable adjustments
- Evaluating the effectiveness of accessibility measures and contributing to updates of the Accessibility Plan to ensure adequate planning for the future
- Ensuring adjustments are made for exam access arrangements for all pupils with a disability.

3.7 Director of People

The Director of People is responsible for:

- Leading on the staff-related aspects of the Accessibility Plan
- Ensuring that Group's training programme includes opportunities to engage with EDI and specifically disability awareness
- Providing clear guidance and support to staff and their line managers on making reasonable adjustments.

3.8 St Dunstan's College's Working Groups

Members of the Senior School Diapason and Junior School Orbit are responsible for:

- Promoting individuality, diversity and celebrating difference within the staff and pupil community
- Planning and delivery of curriculum development and events that embrace inclusivity

3.9 All staff

All staff are responsible for:

- Understanding this Accessibility Plan and their role in delivering it
- Meeting the requirements of the Education Health Care Plans (EHCPs), Learning Support Profiles (LSPs) and Individual Health Care Plans (IHCPs), and feeding back to the SEND department, where required
- Fully engaging with EDI training, including understanding disability.

3.10 All pupils

All pupils are required to:

- Be inclusive of pupils, staff and visitors with disabilities
- Engage collaboratively with review of their own EHCP, LSP and/or IHCP
- Participate in school-led initiatives and activities that raise awareness about disability, accessibility and inclusion.

3.11 Parents/carers

All parents/carers are asked to:

- Share knowledge of their child's disability and its effect on their ability to participate in school life, making suggestions to improve the Accessibility Plan whilst recognising the definition of reasonable adjustments
- Engage collaboratively with review of their child's EHCP, LSP and/or IHCP
- Provide constructive feedback on how the school is meeting accessibility needs, including participation in surveys or consultations.

4. Principles of the accessibility plan

4.1 The extent to which disabled pupils can participate in the school curriculum and prospective and current staff can fulfil their roles

The school is committed to:

- Ensuring that the pupil admissions process and staff recruitment process is inclusive, ensuring all applicants are treated fairly and equitably with reasonable adjustments made to accommodate individual needs, removing barriers and supporting access for pupils and employees with disabilities or additional requirements
- Ensuring all teachers and support staff are trained in inclusive and accessible teaching practices
- Ensuring all staff are trained in inclusive practices including disability awareness and providing CPL in areas such as inclusive leadership and workplace wellbeing
- Providing assistive technologies and resources to support learning and work practices
- Embedding inclusive recruitment practices for pupils and staff
- Modifying the curriculum where necessary and reasonable to meet the needs of disabled pupils.

4.2 The physical environment of the school to increase access to education by disabled pupils and prospective pupils and opportunities for staff and prospective staff

The school is committed to:

- Conducting regular accessibility audits of school facilities and digital environments
- Implementing necessary modifications to improve access, such as ramps, handrails and accessible toilets
- Ensuring that cocurricular activities, sports and educational visits are inclusive and accessible, where staff deem that pupil safety needs are met.
- Providing accessible and adaptive classrooms and workspaces
- Ensuring clear signage and pathways for easy navigation
- Engage with external specialists
- Ensuring that accessibility is a core part of the estate development plan and that all development projects are underpinned by good accessibility principles.

4.3 The delivery of information to pupils, parent/carers, staff and visitors with disabilities

The school is committed to:

- Providing information in alternative formats, such as Braille or large print, upon request
- Using digital platforms to disseminate information in accessible formats
- Ensuring communication support for pupils and staff who require it, for example hearing loops or sign language interpreters.

5. Monitoring

The school will engage with pupils, parents/carers, staff, the Senior School Diapason, and Junior School Orbit and external experts to gather feedback and ensure the plan fully meets the needs of the school community.

The Head of the schools and their SENDCO will meet annually to frame recommendations for inclusion in the plan and monitor progress. These recommendations include input from the executive and senior leadership teams. The plan will then be updated with adjusted time-frames where necessary.

This Accessibility Plan will be formally reviewed by the governing body every three years, or more frequently if significant changes occur. The plan will be published on the school website and paper and large-print copies are available on request. KPIs and metrics to be used to measure performance, with the Head of the schools and the COO taking responsibility for the monitoring and reporting on these KPIs to the governing body.

There will be a full review of the accessibility plan every three years, at which time a new plan will be published.

6. Links with other policies

This Accessibility Plan relates to the following policies:

- Admissions Policy [school]
- Child Protection & Safeguarding Policy [school]
- Curriculum Policy [school]
- Educational Visits Policy [school]
- Expected Pupil Behaviour [school]
- Fire Safety Management Plan [school]
- Health and Safety Policy [Group]
- Special Education Needs Policy [school]
- Supporting Pupils with Medical Conditions Policy [school]

Appendix A: Action plan for increasing the extent to which disabled pupils can participate in the school curriculum and disabled staff can fulfil their full potential

Aim	Current good practice	Actions to be taken	Timefra me	Success criteria
Ensure all pupils can access the full curriculum	Adaptive teaching	Audit curriculum; train staff on adaptive teaching strategies	6 months	All pupils have access to the full curriculum and barriers to learning are reduced or diminished
	Assistive technology – implementation of reading pens	Review the use of reading pens	6 months	Students with specific learning difficulties are using reading pens both in lessons and exams, which removes reading as a barrier to their learning.
	Learning Support Profiles and priority strategies implemented – emotional regulation (zones of regulation)	Review of implementation of Zones of Regulation		
Support disabled staff in fulfilling their roles	Flexible working	Review recruitment procedure. Provide platform for staff to share	3 months	Improved staff satisfaction and retention

		disabilities comfortably		
	Ergonomic equipment to be provided when need identified.			
Improve access to extracurricular activities	Adaptations made for SEND pupils where possible	Expand inclusive sports and arts programs; provide transport assistance. Offering department specific training to the sports department.	1 year	Participation rates increase by 20%
Enhance practitioners' confidence in inclusive teaching	Annually, the SEND department will provide training to staff based on need.	Introduce peer mentoring and specialist workshops	Ongoing	Positive feedback from staff and pupils
	Engage with external agencies to ensure that relevant training is provided to staff to further support adaptive teaching.	Provide training to staff based on the current and identified need within the school.	Ongoing	Staff are equipped to provide appropriate support to students based on their understanding of individual needs.
Develop personalised learning plans	All students who require support beyond what is offered universally within the school, will have an LSP	Ensure that all LSPs are reviewed termly or biannually and ensure that they are accessible to families and staff	Each term/bi-annually	LSPs are effectively being used to support pupils by removing barriers and enabling them access to the full

				curriculum. All LSP's are monitored effectively, and all stakeholders offer feedback at the relevant review points.
	Parents have a platform for effective communication with the SEND team and can access to relevant information. SEND ticketing service enables effective and timely communication between parties.	The school VLE offers further information to parents about the support that is provided by the school and local services.	1 Year	Parents can effectively communicate with the SEND team and are able to access relevant information related to the provision provided with in the school and within local services.

Appendix B: Action Plan for improving the physical environment of the school to increase access to education by disabled pupils

Aim	Current good practice	Actions to be taken	Timeframe	Success criteria
Ensure all teaching spaces are accessible	Lift installed in main JS Building	Conduct full accessibility audit; review possibility to install automatic doors and tactile signage	12 months	100% classrooms in the STEM and Junior School meet accessibility standards
Improve toilet and hygiene facilities	Accessible toilets in main block	Add more accessible toilets near sports hall; provide changing facilities	6 months	Facilities meet statutory requirements
Enhance sensory-friendly spaces	Quiet room available	Create additional sensory zones; provide noise-reducing materials	9 months	Reduction in sensory overload incidents
Improve outdoor play accessibility	Wheelchair-friendly paths in playground	Review opportunity for inclusive play equipment and shaded areas	1 year	Disabled pupils actively use outdoor spaces
Upgrade emergency evacuation routes	Evacuation chairs available	Train staff; add visual and auditory alarms	6 months	Safe evacuation for all disabled pupils

Appendix C: Action Plan for improving the delivery of information to disabled pupils and staff

Aim	Current good practice	Outcome	Time frame	Success criteria
Ensure all communication is accessible	Website partially WCAG compliant	Fully accessible website and digital platforms	6 months	Website passes WCAG 2.1 AA compliance
Provide information in alternative formats	Digital communication allows user to make required adjustments	All key documents easily available in large print, Braille, and audio	3 months	Parents and staff access information in preferred format
Improve staff awareness of accessible communication	Annual SEND training	Staff consistently use inclusive language and formats	Ongoing	Positive feedback from disabled pupils and staff
Enhance communication for visually impaired pupils	Limited use of screen readers	Provide training on screen reader-compatible documents	4 months	All digital resources compatible with assistive tech
Develop easy-read versions of policies	Policies available online	Create easy-read and pictorial versions of key policies	6 months	Disabled pupils and parents understand policies
Implementing friendly materials for delivery of information to staff and pupils	Fonts Background Visual overload			