DITCHAM PARK SCHOOL

Where every child is known and valued

Accessibility Plan

Compiled by	Bursar/SLT
Approved by	Council
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Next Review	Nov 2027

This policy applies to the whole school, including the EYFS.

Ethos and aims

Ditcham Park School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. 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.

Legislation and guidance

The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. 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. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Special Educational Needs and Disability (SEND) Policy sets out the School's policy on reasonable adjustments.
The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Special Educational Needs and Disability (SEND) Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.
The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Child Protection and Safeguarding and Equality and Diversity Policies.
The plan will be made available online on the school website, and paper copies are available upon request.

How the plan is constructed

The Accessibility Plan is constructed by the Disability Committee which consists of the Headmaster, Bursar/COO, Head of Seniors, Head of Juniors, Estate Bursar and the Heads of Learning Support, Juniors & Seniors.

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy for ratification from the School's Governing Body
4. to prepare the School's Accessibility Plan for ratification from the School's Governing Body
5. to review such plans and policies as necessary and at least on an annual basis

The Disability Committee has considered the following areas when drawing up this Accessibility Plan.

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2024-2027. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available on the School's website.

How the plan is reviewed and monitored

The School's Senior Leadership Team will monitor and review the effectiveness of provision for pupils and staff with disabilities, evaluate progress and identify opportunities for enhancement, before framing recommendations for inclusion in the plan. The document is then placed on the agenda for the meeting of the governing body at the November and June meetings. Costings must be allocated to the various aspects of the plan, together with clear timeframes for completion of the various elements.

There is a formal review of the implementation of the plan at the November meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted timeframes where necessary.

The School's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to the Bursar/COO. The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Child Protection and Safeguarding Policy
- Admissions Policy
- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy
- Equality and Diversity Policy

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	The school accommodates accessibility needs effectively given its mixture of old and new buildings. While the Victorian main house presents some inherent limitations, such as the staircase-only access to the upper floors, it includes features like multiple level access points and an evacuation chair, which provide reasonable solutions for individuals with limited mobility. All other school buildings are fully accessible with minimal assistance, and existing facilities like platform lifts and disabled toilets ensure compliance with accessibility standards. No further improvements are deemed necessary in the short term at this time.	Continue to review access arrangements as required	Ongoing	Building Committee	**Access Points:** The main house has six access points, four of which are either level or equipped with permanent ramps. Two of these access points are fitted with automatic doors. **Mobility Assistance:** Access to the first and second floors of the Victorian main house is via a wide staircase, which accommodates personnel with limited mobility. An evacuation chair is available on the top floor, with staff trained in its use. **Accessible Facilities:** All other school buildings are fully accessible with minimal assistance. The sports hall includes a platform lift for access to the first floor. Disabled toilets are available on the ground floor of the main house, the sports hall, and the sports hall extension.
Medium Term	Currently the art classroom is on the first floor and is not accessible to wheelchair users.	Specific training for teachers on how to support pupils with a particular disability.	2024/25 Academic Year	Estate Bursar	

Long Term	Construction of fully accessible Centre for Creative Arts. This will be accessible by wheelchair users and those with reduced mobility. Consideration of hearing aid loops and tactile materials for those with visual impairment. Access to downstairs classroom, teaching and performance spaces for children. Access to disabled seating for those attending assembly and performances.	Works likely to commence Summer 2025.	2025 Onwards	Building committee and design Architects	Planning application approved.

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Ensure all planning across both Senior and Junior school details how teachers are accommodating the needs of SEND pupils in all four areas of SEND as per the SEND Code of Practice 2014. All pupils with SEND have pupil passports to provide strategies to support their needs in accessing the curriculum. Providing SEND pupils with appropriate ICT equipment and software.	Learning Support staff to work with Heads of Junior and Seniors to ensure that planning incorporates the needs and adaptations required for pupils with SEND. The Head of Learning Support for Seniors will ensure all Senior pupils on the SEND register have a pupil passport. The Head of Learning Support for Juniors will ensure that all Junior pupils on the SEND register have a pupil passport. Implementation of Treslon, for exams, dictation and reading. All pupils from Year 4	Ongoing By Mock Exams Autumn 2024	Head of Learning Support (Seniors) Head of Learning Support (Juniors) Head of Seniors Head of Juniors	All MTP and LTP at DPS have a clear SEND section of how they address and meet the needs of SEND pupils. Pupil passports are created using Provision Map and shared with staff on Sharepoint and Schoolbase. Treslon has been implemented for GCSE examinations and Mocks. This has been cost saving and also more productive for SEND pupils in completing exams in school.

		have a working Chromebook and appropriate installed software for their needs.			Meetings will take place over the Spring term to ensure implementation happens in the Spring/Summer term.
	Ensuring that pupils with dyspraxia and other learning needs can still access subjects that require learning of MFL and or manual dexterity subjects.	Heads of Learning Support (Seniors and Juniors) to work with the Heads of MFL, Art, PE and D&T to ensure that pupils with SEND can access subjects that they may find more challenging than others.	By Summer term 2025		
Medium Term	All pupils will be screened upon entry to the school and assessed for access arrangements. Yr 3 screening Yr 7 and Yr 9 Audits on staff capability and training requirements needed to support expertise within the classroom. Ensuring that GCSE examinations are accessible to children with SEND and providing the necessary provision.	The Learning Support department will provide training for staff where there are identified areas of weaknesses, and/or where new legislation or training methods are introduced. This will take place both at INSET days as well as during weekly staff meetings. The Head of Learning Support Seniors, as per JCQ regulations, will ensure that the arrangements that are in place for candidates ensure that they are fairly accessible. This could include but is not limited to the use of a scribe, reader, physical environment.	Ongoing Yr 3 Screening – Autumn 2024 – ongoing every year Year 7 Screening- Autumn 2024 – ongoing every year. Year 9 Screening – Spring 2025 GCSE Examinations – Summer 2025 and ongoing every year. Staff training - ongoing	Head of Learning Support (Seniors) Head of Learning Support (Juniors) Exams Officer	Screening has ensured that pupils needs are identified upon entry and also at key points of education throughout school. Pupils access arrangements are their normal way of working and are compliant with the JCQ.
Long Term	All pupils requiring access arrangements will have Treslon installed on their Chromebooks as part of the normal way of working.	Head of Learning Support (Seniors) to budget for each pupil with SEND to implement and install Treslon to all pupils with a reader and/or	By September 2025	Head of Learning Support (Seniors) Head of Learning Support (Juniors)	By using Treslon as a single working app across all students will ensure that education is

		scribe as well as a word processor to ensure they have full use of access arrangements in and around school as well as in exams.	Ongoing		consistent and that pupils will have the skills required to use their arrangements in plenty of time.
	Maintain and increase SEND training for classroom teachers as well as teaching assistants in Juniors. Continued use of technology to support those with SEND and to implement and update where required.	Learning Support staff to train and implement new technologies as they emerge to ensure that accessibility to the curriculum for SEND pupils is current and proficient.	September 2025		

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	All pupils to be provided with electronic copies of timetables as well as paper copies to improve accessibility for SEND pupils. Use of Junior and Senior bulletin distributed weekly so that school events are provided electronically for pupils with SEND. Electronic resources to be sent to pupils via Google Classroom and/or email. Exam papers to be printed on coloured paper and/or enlarged to be accessible for pupils with SpLD and/or visual impairments.	All tutors/class teachers to provide electronic copies of timetables and/or through the use of Satchel One. Office staff to distribute bulletins for Senior and Juniors on a weekly basis in collaboration with HOJ and DHS. Classroom teachers to provide electronic resources for all pupils who require it. Head of Learning Support (Seniors) to distribute AA lists which detail coloured paper and/or enlargements.	Ongoing Autumn 2024 September 2025	Junior teachers/Head of Juniors. Deputy Head of Seniors, Senior tutors Office to distribute. All teaching staff. Head of Learning Support (Seniors)	Pupils are able to independently navigate the school timetable and attend all lessons and additional sessions as required. Discrimination of accessibility to documents for SEND pupils has been removed when they are provided electronically and/or coloured paper.

	Handouts to be printed on coloured paper and/or enlarged to be accessible for all pupils with SEND.	Head of Learning Support (Seniors) to budget for each pupil with SEND to implement and install Treslon to all pupils with a reader and/or scribe as well as a word processor to ensure they have full use of access arrangements in and around school as well as in exams.		Teaching Staff Head of Learning Support (Seniors)	
Medium Term	All staff in Juniors and Seniors to receive training on how to use Treslon and Read&Write. All classroom-based staff to receive training on how to implement access arrangements.	Head of Learning Support (Juniors) provide training to Junior staff. Head of Learning Support (Seniors) to provide training to Senior staff.	September 2025	Heads of Learning Support (Seniors/Juniors)	Providing training for staff will enable all pupils who use a Chromebook as their normal way of working.
Long Term	For the school to use AI in accordance with school policy that all information that is written is adapted and accessible to pupils to improve outcomes and efficiency with distribution for those with SEND.	Head of Learning Support (Seniors) to meet with Head of Computer Science and Digital Learning to discuss how information can be 'personalised' to each child with SEND and distributed efficiently.	September 2026	Head of Learning Support (Seniors) Head of Computer Science and Digital Learning	Using AI to improve outcomes for SEND pupils will enable staff efficiency as well as providing independence to all SEND pupils with managing their resources/timetables.