



Denefield School Accessibility plan

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Accessibility plan Denefield School

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Denefield School we are proud of the ethos that exists. The strong, respectful relationships between staff, students, parents and carers evidence the shared vision of 'success for life', as we commit to working in partnership to secure continual improvement in an inclusive environment.

Our core values represent the key characteristics that we believe students should be equipped with when they come to the end of their education with us, whether that is in Year 11 or 13

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Denefield aims to meet West Berkshire Council's and the DFE's expectations of schools, in regard to our arrangements for children with SEN and disabilities (SEND).

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff, through an accessibility survey.

2. Legislation and guidance

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 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.

Equality Act guidance states that '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.

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.

In addition to this accessibility plan, the school complies with the Public Sector Equality Duty under section 149 of the Equality Act 2010, having due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Pupils with SEND are identified from the transition phase onwards so that tailored adjustments can be made to their curriculum.</p> <p>Parents and students are interviewed as part of our admissions process and additional needs identified at that point.</p> <p>Targets for pupils with any additional need are set in line with their ability profile.</p> <p>The Edison Centre provides additional support and tailored education to those pupils who need it, including those with disabilities.</p>	<p>Ensure Admissions, Edison, the curricular teams and Edison Centre are fully aware of the individual needs of students with disabilities</p> <p>Curriculum areas to be made aware of the needs of specific pupils with the expectation that key materials are adapted to their needs</p> <p>Students are thoroughly tested on entry to the school and their needs are assessed. Exam concessions are applied for as necessary and usual way of working established</p>	<p>Review admissions process annually to ensure pupils with a disability were identified adequately.</p> <p>Make changes to admission process if gaps are found.</p> <p>Ensure teachers are trained in identifying needs and adapting their content to meet those needs</p> <p>Ensure teachers have access to information on pupils with a disability held or created by the Edison centre</p>	<p>HOL</p>	<p>All teachers are able to more fully meet the requirements of disabled students' needs with regards to accessing the curriculum.</p> <p>Meeting time is devoted to sharing of good practice/ differentiated resources - Increase in access to the Curriculum.</p> <p>Needs of all students are met</p> <p>Teachers are aware of the relevant issues and can ensure that this</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
	Students with short term disabilities are identified and an individual plan is devised so they can access the full curriculum.		Ensure Professional bodies are engaged, as appropriate, to assess and work with students with a disability		group has equality of access to all learning.
Improve and maintain access to the physical environment	<p>Downstairs classrooms have been identified for potential class swaps for longer term disabilities.</p> <p>We provide modified examination papers for students with dyslexia or visual impairment.</p> <p>We provide scribes, readers and prompters for students during exams and PPEs</p> <p>We provide small group or individual exam rooms for students with specific medical issues</p> <ul style="list-style-type: none"> The environment is adapted where possible to the needs of pupil's staff and visitors as required. 	<p>timetabling is flexible so at least one class per year group can be moved to the ground floor for subjects based in first floor locations (MFL, English, Business) if necessary</p> <p>Work with professionals, such as the Berkshire Sensory Consortium to establish best practice.</p> <p>Provide aids to certain identified students that may need them.</p> <p>Survey students, parents and prospective parents about their needs and incorporate any findings in our accessibility plan</p> <p>Train staff to understand the needs of their students and</p>	<p>Ensure sufficient resources are available for disabled students</p> <p>Source funding from the LA or the DFE, as appropriate, to finance any particular needs of a pupil outside of the scope of the school budget</p> <p>Ensure regular surveys take place to understand the needs of the current or prospective pupils and make adaptations to the curriculum as necessary</p> <p>Ensure all adjustments highlighted in the</p>	HML	<p>The use of other professional partners has been made available –</p> <p>Needs of all students are met. Good progress made by all learners</p> <p>All students are included in the learning</p> <p>Items identified in an accessibility audit are dealt within a timely manner</p> <p>No complaints are received from staff, pupils or parents concerning dilapidation</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • This includes: • Ramps • Level access to all buildings • Elevator to Piaget building • Corridor width of <p>Montessori and adjusted areas of Aristotle building</p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • High vis step nosing • Accessible toilets are provided across the school. <p>The use of Contrasting colours on pillars and handrails</p> <p>Regular Accessibility audits carried out internally and by</p> <p>Professional bodies to understand where we could improve and maintain the physical environment Individual plans are created for staff or students with</p>	<p>To carry out improvements suggested by the accessibility audit, where required to meet our legal obligations or where financially and practically viable</p> <p>Maintain all adaptations to the physical environment to a high standard</p> <p>Think of the needs of people with additional needs when planning any changes to the physical environment and ensure and refurbishment improves access to the school</p> <p>Be prepared to make additional changes to the physical environment if the needs of a pupils require it.</p> <p>Ensure money is made available to make changes determined by audit or additional needs</p>	<p>accessibility audit are reviewed and those required to meet our legal requirement are carried out as quickly as possible</p> <p>Ensure premises maintenance schedule includes all adaptations to the environment – such as regular repainting of the step nosing</p> <p>Where possible obtain quotes for additional adaptations – such as additional ramps or lifts</p> <p>Ensure refurbishment projects always seek to improve access to the physical environment</p> <p>Lobby trustees to make money available for projects created as a</p>		<p>of adaptations to the physical environment All evacuations are successful and all staff and students’ needs are met</p> <p>Additional ramps and or lifts are funded either from within budget or through funding from an external body Student needs are identified prior to admission and necessary changes to the environment are carried out before their arrival at Denefield</p> <p>The accessibility action plan is review regularly and the accessibility plan review is carried out annually</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
	<p>permanent or temporary mobility issues</p> <p>Fire evacuation procedure takes into account students, staff or visitors with mobility issues</p>	<p>Constantly review our procedures, including evacuation, to ensure those students with a disability are not inadvertently discriminated against.</p> <p>Specific actions highlighted in the accessibility audit will be tracked and progress reported on annually.</p>	<p>result of the accessibility audit or ongoing improvements to access</p> <p>Ensure evacuations are successful for students with a disability.</p> <p>Regularly review to process for identifying students who need an individual plan and improve where necessary</p>		<p>Alternative provision arrangements for disabled students are minimised due to improved accessibility of the site</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>We aim to provide all pupils with the resources they need to access the full curriculum. This includes:</p> <p>Screen filters</p> <p>Tablets / laptops</p> <p>One to one and small group teaching</p> <p>Adapted keyboards</p> <p>Large print</p> <p>Contrasting colours</p>	<p>Availability of written material in alternative formats</p> <p>Availability of specialist equipment where needed</p> <p>Consistent use of needs assessment and individualised plans</p> <p>Appropriate use of external bodies to support pupils with a disability</p>		<p>HOL</p>	<p>The school will be able to provide written information in different formats when required for individual purposes as required</p> <p>The school will provide the correct learning aids easily</p> <p>Once an assessment has been made</p>

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	The school has invested in a portable hearing loop system and has a hearing loop in the reception area and the DaVinci space				The school always makes use of professional bodies to advise on the correct adaptations for specific students

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. Progress on actions will be reviewed the Resources Committee of the Trust Board annually.

Updates to the plan will be approved by the Resources Committee of the Trust Board.

5. Links with other policies

This accessibility plan should link to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy