



ACCESSIBILITY PLAN

Reviewed by SLT

Reviewed by Full Governing Board, December 2024

Next Review: September 2026

Introduction

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 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.

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.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, and governors of the school.

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.

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.

Schools are required 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 nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

Vision and values

The school has a mission statement “Learning together, growing together” which underpins all its activity and embraces equality of opportunity. The school also has 4 values “Communication, Independence, Inclusivity & Equality and Wellbeing” We seek to overcome barriers to learning by developing individual strategies within personalised planning for both in school and within the wider community.

Dorin Park School is committed to ensuring that admission decisions will be made by a process that is free from any discrimination on the grounds of disability, race, ethnic or national origin, gender, religion, or belief. The school must also feel confident that we are able to educate and develop the prospective pupil to the best of their potential and in line with general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a happy, fulfilling, and successful school experience, preparing them for adulthood. These aims must continue to be met throughout the pupil's time at the school.

Our pupils will grow up in an environment where all people are of equal worth and to respect and value the difference between people and to celebrate the richness that there is in diversity.

We aim to make our physical environment as accessible as is possible within the constraints of our historic buildings and to create conditions where every member of our school community will get the full benefit of our education and resources. We are fully committed to the active promotion of equality of opportunity for all children, staff, and families in the school.

Information from pupil data and school audit

Dorin Park School is a special school catering for pupils with complex and medical needs. All our pupils have significant needs which require a high-quality accessible environment.

The school has been developed over recent years to support:

- New build for primary aged pupils (4 classrooms) with accessible bathrooms and access.
- Specific environments created to fit the needs of our learners E.g. Pupils with VI or mobility difficulties, pupils on a range of pathways with specific needs.
- Development of pupil voice.
- Increasing emphasis of teacher training and inclusive practise with University of Chester.
- A new satellite base is currently in development at Upton High School. Dorin Park have worked with the school, local authority and architects to ensure this will be fully accessible.

Increasing the extent to which disabled pupils can participate in the school curriculum

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

All staff have received basic training in supporting pupils with special needs, differentiated teaching etc. Specific needs training e.g., manual handling and child protection take place. Specific curriculum needs training e.g., behaviour are regular and ongoing.

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
- Continue to improve the school building to enable a wide range of pupils to have full access to the curriculum.
- Develop capacity within the local education community to widen curriculum opportunities for Dorin Park's pupils.
- Develop further partnerships with Chester schools to enable pupils on role at Dorin Park to have access to specialist facilities e.g., domestic science/science/sports.

The plan will be reviewed every 2 years by the Senior Leadership Team and Governing Board. Resources are constantly being sought by the fundraising mandate for improvements in the areas covered by the plan.

Background information

School demography

There are currently 170 pupils at the main site and satellite base with a wide variety of learning difficulties and disabilities including a significant number with physical disabilities. None of the staff are registered disabled. Many parents have learning difficulties or additional needs.

Site characteristics

The school site has been thoroughly surveyed and regularly upgraded to make it accessible to the whole school community. Further reviews of the accessibility of the site are required to continue to ensure the highest levels of access for students, staff and visitors.

Priority Areas for development

Site

- Making accessibility a priority in all new building plans and significant building refurbishments or changes of use.

Management, coordination, and implementation

- The Governing Board takes responsibility for the school accessibility plan and sets a clear direction for it within the full governing board meeting
- The plan will be reviewed and revised every 2 years to allow for budget priorities and these will be brought to the Full Governing Board for inclusion in the School Improvement Plan (SIP).

- Clear priorities will be set within the School Improvement plan and Asset Management Plan which will be costed, and success criteria set.
- A variety of evidence e.g., questionnaires/consultation will be used to evaluate impact and success.

This plan should be looked at in the context of the following:

- School Improvement Plan
- Continuing Professional Development Priorities
- SEN policy
- Asset Management Plan
- Health and Safety Policies

Implementation will be set out within the school improvement plan or Asset Management Plan which will:

- Allocate lead responsibilities.
- Set out clear timescales.
- Identify the necessary resources, human and financial (including funding sources).
- Make clear what the anticipated outcomes are, with performance criteria where necessary.
- Build in review mechanisms and dates.

The school makes its accessibility plan available in the following ways:

- It is envisaged that this plan will be available via the school website and will be available through the school's internal intranet.

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