



Forest of
Dean Trust

Accessibility Plan

DENE MAGNA SCHOOL

Policy name	Accessibility Plan
Version date	May 2025
Owner	JR/SMc
Approval date	6th May 2025
Approver	Local Governing Board
Review frequency	Tri-Annually
Review date	May 2028

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

1 The Purpose and Direction of the School's Plan: Vision and Values

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

Our Aim is **Each and Every Learner shall ACHIEVE their maximum Potential... and ENJOY the process**

To this end, our School:

- has high ambitions for all students, including those with disabilities and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled students have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- is committed to embracing equal opportunities for all stakeholders of the school community

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. We will:

- Ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- Consult the Trustees, local governing committee & SEND governor;
- Consult staff including specifically SENCO, LG, heads of department, health and safety nominated staff member;
- Set up a structure to allow the views of students, both able and disabled to be taken into account;
- Involve outside agencies who already exist to assist disabled students in their education and future careers;
- Ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

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/carers, 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 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.

Academies, including free schools, if applicable add/amend: This policy complies with our funding agreement and articles of association.

Monitoring Arrangements

This document, will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will, be reviewed by the Trustees.

Links With Other Policies

This accessibility plan is linked 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
- Supporting pupils with medical conditions policy

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	Performance Criteria (How will we know when we've got there?)	Monitoring/ Evidence/ Evaluation
Physical Environment - Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Steps, stairways, kerbs external paving and entrances and exits – disability compliant Two elevators for multi-level access Designated disabled parking bays Accessible disabled toilet and changing facilities in PE Aids to adapted toilets, personal care rooms Library shelves at wheelchair accessible height Colour schemes	Improved access to all areas around the school site Medical needs are catered for Wash room and toilet facilities are provided Visually impaired individuals are not disadvantaged Equipment supports access to learning Light switches and door handles are at appropriate level for wheelchair users, along with push buttons to access external doors Adjustable height tables and chairs are available in required classrooms	Ensure pot holes and surfacing is clear and a smooth surface available Facilities are serviced and maintained for daily use Lines and colours are replenished/ refreshed periodically Student usage isn't affected Access to all areas of school site Learning is effective	Visual review termly SENCo/ Assistant SENCo/HLTA Improved access to the physical environment Evaluate need and success criteria through students and staff voice

	Furniture in classroom:- ICT equipment, desks and chairs Collaboration with LA for environmental assessments when students with specific needs join.			
Learning Adaptations:- Increase access to the curriculum for pupils with a disability	The curriculum is reviewed to make sure it meets the needs of all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs Collaboration with services including OT, SALT, ATS and EP to ensure the curriculum is	Improve awareness and understanding of disability among all teaching staff. Increase the number of resources that reflect diversity and inclusion within all subjects. Training sessions for staff on inclusive teaching strategies. Create a fully accessible curriculum that accommodates all learning styles and needs	Increased staff confidence in addressing disability in the classroom, evidenced by feedback forms. A fully inclusive curriculum with measurable improvements in engagement and achievement for pupils with disabilities, as reflected in academic performance data.	Ongoing review SENCo/ Assistant SENCo/HLTA HoDs

	accessible for pupils with a disability. We provide tailored exam access Arrangements for students with disabilities, ensuring they receive the necessary accommodations to demonstrate their knowledge and skills effectively during assessments.			
Reasonable Adjustment:- Improve the delivery of information to pupils with a disability	Large print resources available where necessary Induction/hearing loops for students with a hearing impairment Pictorial or symbolic representations where necessary or sign language Assistive technology available for students who require this additional resource	Continue to collaborate with the LA who can provide advice when a student with specific needs joins us. Visual maps and signage to be used for students with a disability that requires this level of support.	Improved delivery of information to pupils with a disability	Visual review termly SENCo/ Assistant SENCo/HLTA
PEEP:- Personal emergency evacuation	Creation of bespoke plans for individual students with unique needs with regard to fire procedures	Safe evacuation from school buildings in the event of an emergency	Student and staff awareness of processes	SENCo/ Assistant SENCo/HLTA Health and Safety

plans				Officer
Staff Training:- Knowledge to assist learners at various levels of ability – teaching assistants Enhancing knowledge and experience in specific areas:- Mental Health Autism Sensory needs	Training and investment into the workforce to assist with expert skills on specific topics Training sessions for staff on inclusive teaching strategies Bi termly training and refresher sessions for staff working with the SEND students Collaboration with services including OT, SALT, ATS and EP to ensure the curriculum is accessible for pupils with a disability.	Improve awareness and understanding of disability among all teaching staff. Delivery of techniques to up skill the workforce.	A fully accessible curriculum that accommodates all learning styles and needs. Improved student progress.	Gather staff and student voice SENCo/ Assistant SENCo/HLTA