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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 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.

At Dane Court Grammar School we develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

We encourage our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Specifically, we;

- Create responsible independent learners
- Provide an excellent academic education
- Foster a respectful, caring, supportive school community
- Provide an excellent education in life skills
- Develop respectful and confident international citizens.

Each child who joins our the Dane Court school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty.

Our building and grounds also supports our inclusive vision for our students. Dane Court Grammar School was redesigned as part of the Building Schools for the Future (BSF) process. An Occupancy Access Statement was prepared and agreed in collaboration with Kent County Council, the main building contractor and external consultants. This ensured that the design of the buildings was fully inclusive for all staff and students whether they are able bodied, physically disabled or have visual or hearing impairments.

There are regular maintenance checks and procedures to ensure that this inclusivity is maintained e.g. steps and ramps are kept unobstructed, lifts are serviced, alarm systems checked etc. Since the completion of the BSF project there are have been no changes in use of the buildings with the exception of the new classrooms upstairs in the main building. The same colour schemes have been retained in these classrooms so that the contrast between colours is sufficient and appropriate to aid those students or staff who are visually impaired. If a student is physically disabled – permanently or temporarily – and this student is scheduled to use one of the upstairs classrooms then the whole of the class will be relocated.

Our building accommodates:

- Hearing and visual impairments
- Learning disabilities
- Ambulatory disabilities
- Wheelchair users

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 currently have links with the NHS occupational therapy team, the specialist teaching and learning service for physical disabilities and

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 pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 non-disabled 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.

3. Access to the building

There are various elements of the accessible design evident on the campus which include:

Power assisted sliding doors to the entrances of the majority of the buildings

Level access to buildings.

Visual contrasts to internal surfaces between key elements including walls, doors, floors, WC fixtures and fittings, handrails, lift controls, door handles and light switches.

Vision panels including, as appropriate, manifestations.

Acoustic seals.

Passenger lifts with accessible controls and a voice announcer.

Lift access to all floors.

Unrestricted lift access provided for events where visitors are accessing the school.

Accessible WC's of sufficient size and including grab rails, emergency alarms and fittings of the correct height for wheelchair users.

Sufficiently wide entrance doors to classrooms.

Hearing enhancement systems in the Heart, Theatre and Sports Hall.

Height adjustable tables in curriculum areas and at least one height adjustable workstation or bench per specialist curriculum area.

Light fittings with diffusers to avoid excessive glare. All new lighting exceeds 2.3m in height to avoid interference with hearing aids. All light fittings are being changed to diffused LED units.

Visual beacons linked to the fire alarm system in unsupervised areas (WC's) for people with hearing impairments.

Visual beacons linked to the fire alarm system in noisy curriculum areas e.g. music and drama.

All areas have visual detector bases.

Refuge areas.

Split level reception areas and counters.

Access to a portable vertical rise lift to access the stage in the main building.

Tactile paving.

Two accessible car parking spaces.

Directional and identification signs with sufficient visual contrast between text and signboard with case sensitive text to enable easier reading for partially sighted people or people with learning difficulties.

Meeting Rooms provided on the ground floor for ease of access to visitors.

Dane Court Grammar School management and operational Issues relating to the campus:

There are a wide range of maintenance duties performed either in-house or by specialist contractors to ensure that the school's facilities continue to meet the needs of all users. The duties include:

External routes are kept clean, unobstructed and free of surface water, snow and ice.

Designated car parking spaces are not used by non-disabled drivers and are kept clear of obstructions.

Door closures and door ironmongery is maintained.

Spaces required for wheelchair manoeuvres are kept free from obstruction.

Lifts are checked quarterly for proper functioning.

WC's are not used as unofficial storage areas.

Regular cleaning and polishing of surfaces whilst ensuring that this does not render slip-resistant surfaces slippery.

Ensuring that junctions between different flooring materials do not become worn thereby presenting a tripping hazard.

Windows, lamps and blinds are kept clean to maximise available light.

Blown light bulbs are swiftly replaced.

Air conditioning and heating units are regularly maintained to minimise noise due to wear.

Exit routes are checked daily for freedom from obstacles (including locked doors) and

combustible materials.

Alarm systems (including those in WC's) are checked weekly.

Personal Emergency and Evacuation Plans (PEEPS) are provided for all permanent and temporarily disabled students and staff.

In addition to the above the school shall ensure that:

Staff are trained in evacuation procedures with additional training provided as necessary for staff responsible for evacuating students with particular needs.

Any changes to the campus comply with the design philosophy as far as is reasonably practicable – repairs will be made on a like-with-like basis, redecorations will comply with colour contrasts, signs will be updated etc.

4. Access to the curriculum

Our school offers a differentiated and scaffolded curriculum for all pupils.

We use resources, both physical and human, tailored to the needs of pupils who require support to access the curriculum.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs using Assess, Plan, Do, Review where a student is identified on the SEN register.

To improve and maintain access to the teaching and learning environment we have:

- Internal signage suitable for visually impaired students
- Large print resources available of multiple sizes depending on student needs
- Note taker for Hearing Impaired students
- Link up between electronic whiteboard and student laptop (to support visually and hearing impaired students)
- Extensive use of Google Classroom to support communication with students and parents
- Large print, dyslexia and reluctant reader-friendly books are provided in our library.

5. Action plan

Planned actions to increase the extent to which disabled students and can participate in the curriculum and access the environment

| Issues | Planned actions | Date to be reviewed |
|--------|-----------------|---------------------|
|--------|-----------------|---------------------|

| | | |
|--|---|-----------------------|
| <p>No braille signage or provision available for a student with braille to attend</p> | <p>Explore where braille signage might be required for visitors</p> <p>Research how we would develop VI resources should a blind student attend our school</p> <p>Senco to liaise with district STLS for VI students to review the Year 6 into Year 7 cohort, allowing time for preparation of resources.</p> | <p>September 2025</p> |
| <p>Prepare more effectively for disabled visitors and students to gain access to extra-curricular events, in particular, performances in the theatre</p> | <p>Introduce tick box on wisepay, and reply slips for events to indicate if any access requirements are necessary.</p> <p>Ensure that the lift for the stage is provided if there is any potential for the need for disabled access to the stage.</p> | <p>September 2025</p> |

6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs and Disabilities Policy and SEN information report

September 2022

Lucy Holmes

Senco