

St. Dominic's Grammar School Accessibility
Policy and Accessibility Policy
Accessibility plan
September 2025



1. Introduction

1.1. St. Dominic's Grammar School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

2. The purpose of the plan

- 2.1. The purpose of this plan is to show how St. Dominic's Grammar School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.
- 2.2. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headmaster.

3. Definition of Disability

- 3.1. A person has a disability 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 carry out normal day-to-day activities

4. What will the Accessibility plan do?

- 4.1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
- 4.2. St. Dominic's Grammar School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4.3. St. Dominic's Grammar School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to;
 1. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary — this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4.4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

4.5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents;

1. Behaviour Policy,
2. Equality and Diversity Policy
3. Health & Safety Policy,
4. School Improvement Plan

4.6. The Accessibility Plan will be published on the school website.



4.7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

4.8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

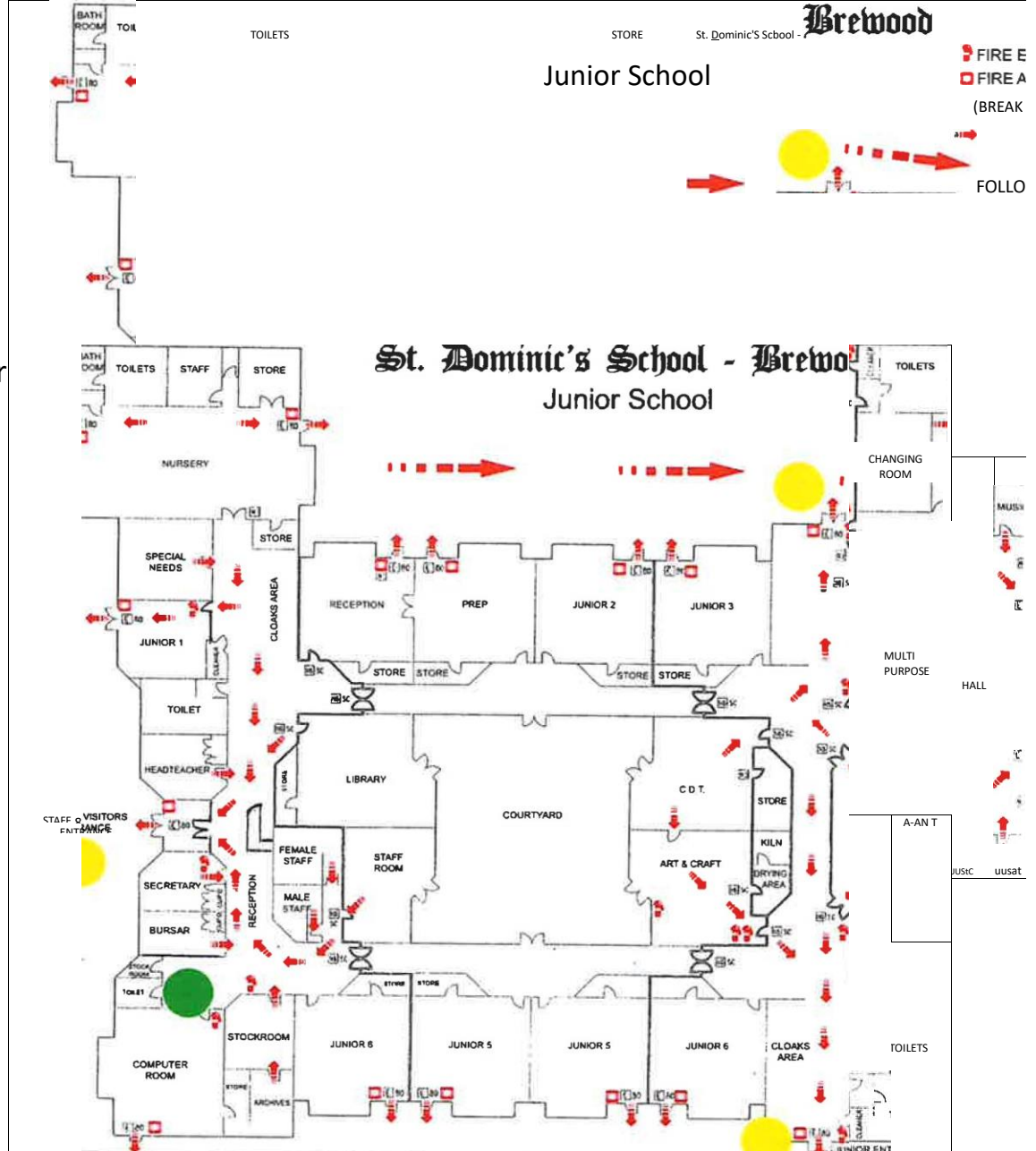
5. Current accessibility layout

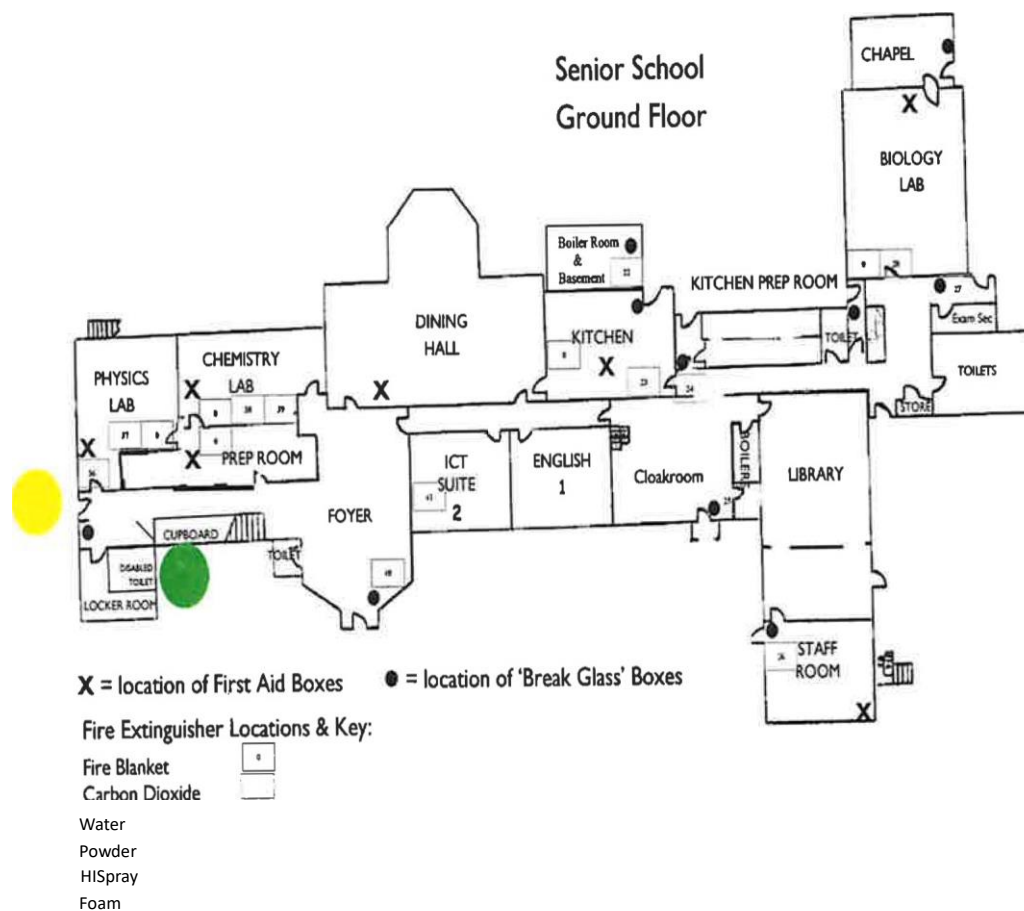
Appendix of school Buildings



Junior Sch0(
Floor

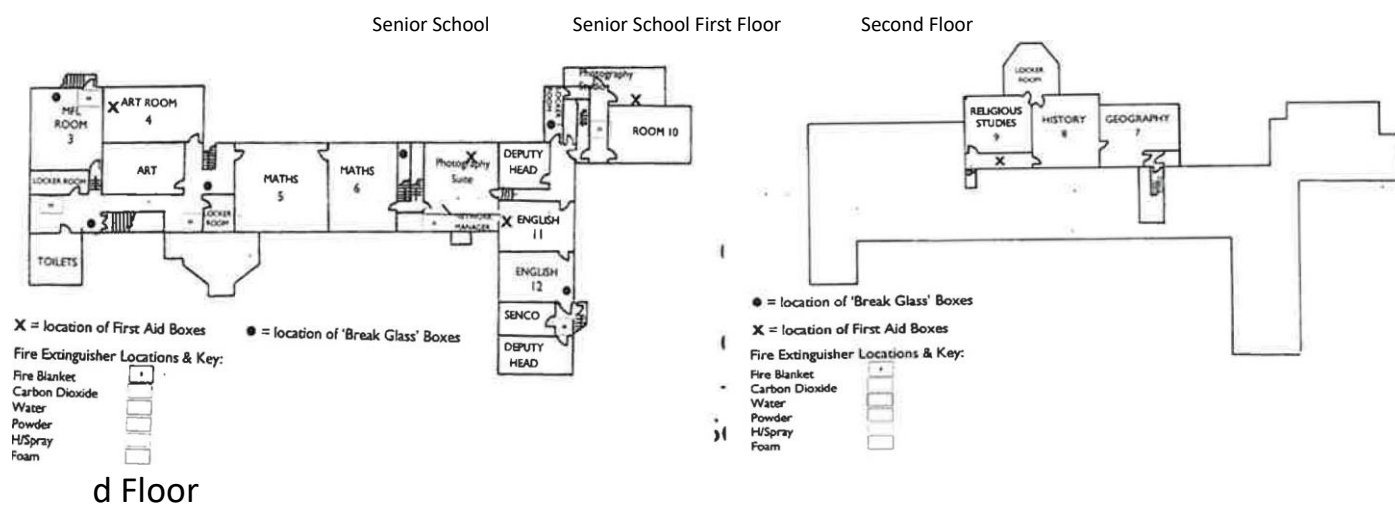
Senior





ad

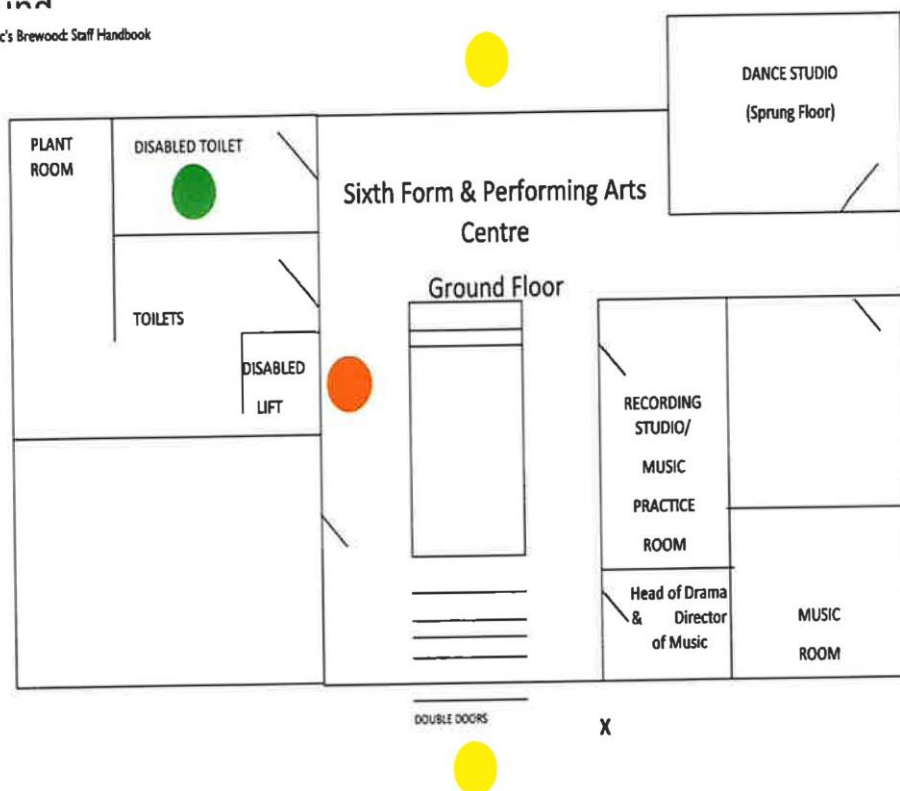
Senior school



d Floor

6th Form Ground

St. Dominic's Brewwood: Staff Handbook



Building - Floor

St. Dominic's
School – Brewwood
School Policies &
Procedures
Handbook

Part A –
Introduction to
the School

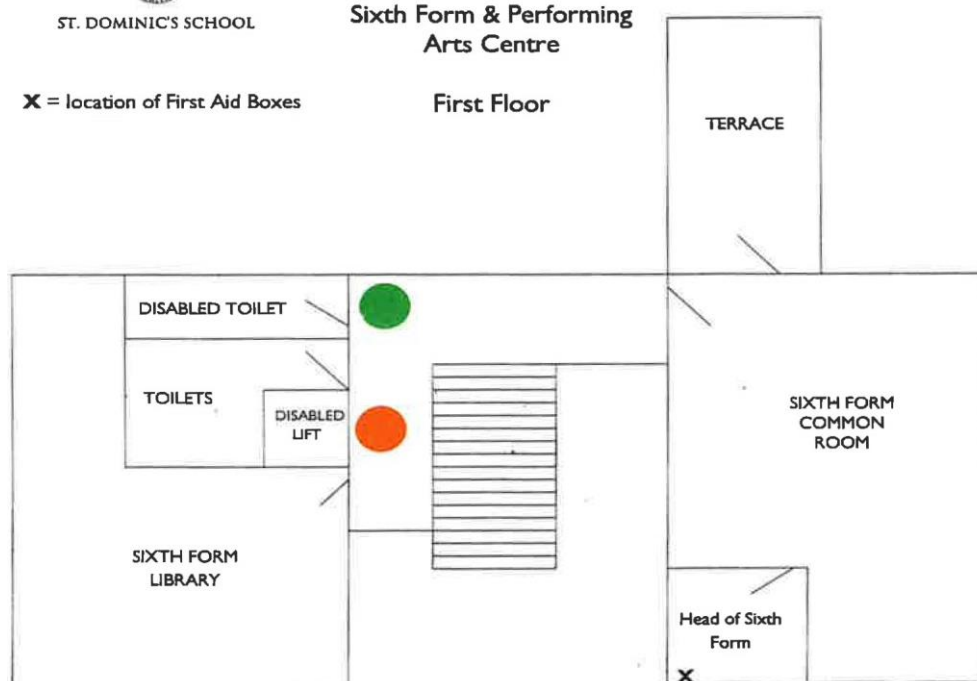


ST. DOMINIC'S SCHOOL

X = location of First Aid Boxes

Sixth Form & Performing Arts Centre

First Floor



St. Dominic's School – Brewwood
School Policies & Procedures Handbook

Part A – Introduction to the School

6. Current Accessibility actions

- 6.1. Any day to day changes to the school's floor surfaces, such as; damage, uneven surface changes, caving in of sub surface through underground damage or mounding of sub surface through moles for example, changes in surface traction, changes due to weather and any other potential external influence on the floor condition, could all affect accessibility and increase danger to all stakeholders. This information should be reported immediately to Estates Management or Site Management for immediate remedial action to be planned and cautioned off if required.
- 6.2. Any day to day changes due to vandalism by pupil, staff or external 3rd party stakeholder shall be held accountable for such damages and consequential issues. The financial cost of repairing the vandalism issue may be passed onto the said individual at the Headmaster's discretion.
- 6.3. The Junior school and the Sir Jack Hayward Sports Hall operates on a ground floor basis. The 6th form Centre and the adjacent Senior School building operate on multiple floor basis.
 1. The accessibility provisions within the 6th Form Centre for all stakeholders require that any disabled person or injured party that may find fast access up and down the stairs provided cannot thus use the 1st floor of the 6th Form Centre. The requirement for this is due to in an emergency, the main Fire Exit of the 6th Form Centre is the central stair case. In the event of an emergency such as a fire, the 6th Form Centre lift will automatically shutoff and not allow access and thus requiring individuals to exit via the main staircase. This access and regression from the building should not be assisted in any way as not to threaten, damage or potentially increase harm to any party involved or surrounding.
 2. The accessibility provisions within the Senior School for all stakeholders require that any disabled person or injured party that may find fast access up and down the stairs provided cannot thus use the 1st floor or 2nd floor of the Senior School. The requirement for this is due to in an emergency, the main Fire Exit of the building are the fire exit stairs provided. This access and regression from the building should not be assisted in any way as not to threaten, damage or potentially increase harm to any party involved or surrounding.
- 6.4. The requirement for said access and regress (6.3.1 and 6.3.2) thus creates a situation whereby to ensure all pupils, staff and any additional stakeholder, as part of the accessibility plan's purpose and in combination with the schools positive action towards Equality Act 2010; any individual (including staff, pupils and any 3rd party stakeholder) who

falls under the disabled category or due to a short term injury has reduced mobility, the school shall do all within reasonable provision to cater and reschedule both lessons and lesson location to a ground floor classroom or equivalent to allow normal flow of school to continue.

7. Accessibility action plan guideline

7.1. Increasing Access for disabled pupils to the school curriculum/timetable. 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.

- Ensure any additional needs which could potentially alienate any individual pupils are catered before in the school timetabling. If and where provisions can be made to ensure full participation ensure these occur. Such as ensuring a pupil's entire school timetable is based on the ground floor of a school building.
- Ensure this same ethos is applied to all activities including, morning clubs, lunch time clubs, after school clubs, Physical Education, outdoor activities and any form of physically challenging activities.
- Ensuring all teaching environments and buildings have a designated disabled toilet.
- Focus school tips selection on inclusive sites whereby they can cater for multiple needs or they can adapt to cater for such needs, pupil dependent.

7.2. Improving access to the physical environment of the school. This includes improvements to the physical environment of the school and physical aids to access education.

- Where reasonably practicable aim to continually improve the site and school access around all buildings and classrooms. This should be reviewed annually on a regular basis in the school H&S meeting.
- Where reasonably practicable purchase appropriate school aids which enable full access to a wide variety of differing abilities.
- Specific focus on the old building design of some of St. Dominic's Grammar school; a focus on improving access in older buildings such as the Senior School should be considered during the annual H&S review. These continuous improvement decisions should be made with

appropriate financial, time and cultural morals, such as weighing the Building Regulations of a locally listed building in the decision.

7.3. Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

- All pupils who join the school should be given either a direct copy of the Accessibility Policy or a digital link to the document (which is held on the school website)
- Any information which is required to be used/received by pupils, parents, staff and any stakeholders in school life must be made available and accessible in the correct format and manner. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

8. Accessibility action plan template (add rows where necessary)

8.1. All pupils who fall under the School Accessibility Policy and Accessibility Plan should have a full personalized action plan using the templates provided.

8.2. Use the templates below to complete a personalised action plan. This action plan should be kept with the pupil's files and should be updated and reviewed at appropriate intervals based on the disability, pupil age and individual situation. Feel free to copy and paste the templates into another document, add or remove rows where appropriate.

Improving the <u>Curriculum</u> Access at St. Dominic's Grammar School					
Target	Strategy	Outcome	Timeframe	Achievement	
Ensure all pupils can access the curriculum and that work is targeted to support all pupils.	Undertake an audit of staff training requirements. Transition meeting between staff throughout the year. Performance management discussion. Support from outside agencies.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing from December 2024	Through the increased confidence of staff, the pupils are better able to access the curriculum.	
All out- of-school activities are planned to ensure the participation of the whole range of	Review all- out- of school provision-outdoor education, residential trips, tournaments, visits/trips to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements including risk assessments.	Ongoing from December 2024	Increase in access to all activities for all disabled pupils	
Classrooms are optimally organised to promote the participation and independence of all	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Annual audit of furniture throughout school to identify target classrooms. Learning environmental walks. Health and safety walkabouts.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing from December 2024	Increase in access to the National Curriculum.	
Training for awareness raising of disability issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access.	Ongoing from December 2024.	Society will benefit by a more inclusive school and social environment.	

Improving the availability of accessible information to disabled pupils.

This part of the duty covers planning to make written information normally provided by the school to its pupils-such as hand-outs, timetables, textbooks, information about school events-available to those with a disability (including those with significant low reading acquisition levels).This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils 'disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including worksheets, timetables, school examination papers, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written <u>I</u> nformation					
Target	Strategy	Outcome	Timeframe	Achievement	
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA converting written information into alternative formats. Using technology to aid communication for all. Use of visual timetables, coloured overlays, recording equipment, microphones	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing from December 2024	Delivery of information to disabled pupils improved and shows clear impact	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats or those that require it.Fortnightly newsletters in paper and electronic format, on website, text system in school and verbal communication where needed.	All school information for all.	Ongoing from December 2024	Delivery of school information to parents and the local community improved.	
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice from hearing and vision support service on alternative formats and use IT software to produce customised materials.	All school information available for all.	On going from December 2024	Delivery of school information to pupils and parents with visual difficulties improved.	

Access to the physical environment				
Item	Acti01ty	Timeframe		
Access into school.	Access into senior school has disabled ramp. Junior school, sixth form and sports hall all have disabled access via ground level entrances	Ongoing from December 2024		
Access into classrooms	Classrooms on the second floor of senior school are not accessible for wheelchairs. We need to look at the feasibility of installing a stair lift to the main staircase to gain access to Second floor classrooms.	Ongoing from December 2024		

Accessible toilet	To ensure regular maintenance to allow access at all times. Toilet must remain clear and available for use at all times.	Ongoing from December 2024			

Key worker Approval

Date of completion: 12-2024

Name.....D Brittain.....

Signature: ...D Brittain.....

Planned Date of Review: 12-2025

9. Financial planning and control

9.1. The Headmaster, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

10. Conclusion

St. Dominic's Grammar School is committed to a whole school aim of inclusion, and for its approach to disability to be less of an individual plan but rather a continuous thread running through the School's plans, procedures and policies, including capital works and premises management, the curriculum, ICT, staff training and other associated services.

Headmaster's Approval Date – 12-2025

Print name ...Peter McNabb.....Signature. P McNabb

Estate Manager's Approval

Date:1/9/2025

Print name Darren Brittain.....Signature. D Brittain

Review (3 year review of the accessibility policy)

Planned Review Date 01/9/2026.....