

Accessibility Policy and Accessibility Plan

2026–2029

September 2026

Policy owner	Headmaster
Operational leads	SENCO and Estates Manager
Applies to	Whole school, including EYFS and Sixth Form
Approved by	School Management Committee / Proprietor
Plan period	September 2026 – August 2029
Annual monitoring	At least annually, with actions updated as required
Full review	By September 2029, or earlier following significant change

This document combines the School's accessibility policy statement with its statutory accessibility plan under Schedule 10 of the Equality Act 2010.

1. Policy statement and purpose

St. Dominic's Grammar School is committed to equality of opportunity and to removing or reducing barriers that may prevent disabled pupils from participating fully in school life. We seek to anticipate need, make reasonable adjustments and work in partnership with pupils, parents, staff and relevant professionals so that disabled pupils can access education, facilities, information and the wider life of the School as fully as reasonably possible.

This policy and plan fulfil the School's accessibility planning duty under Schedule 10 of the Equality Act 2010. The plan is a strategic, time-limited document covering three years. It is supported by individual reasonable-adjustment, SEND, medical, welfare, risk-assessment and Personal Emergency Evacuation Plan (PEEP) arrangements where these are required.

The School recognises that not every pupil with SEND is disabled within the meaning of the Equality Act 2010, and not every disabled pupil has SEND. Decisions are therefore based on the individual pupil and the barriers they experience, rather than solely on a diagnosis or label.

2. Legal and regulatory framework

- Equality Act 2010, including the duties not to discriminate against disabled pupils, the anticipatory duty to make reasonable adjustments, the auxiliary aids and services duty, and Schedule 10 accessibility planning requirements.
- Education (Independent School Standards) Regulations 2014 and the Department for Education's Independent School Standards guidance, updated April 2026.
- Children and Families Act 2014 and Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education 2026, effective from 1 September 2026.
- Working Together to Safeguard Children 2026.
- Early Years Foundation Stage statutory framework, where applicable.
- Health and safety, fire safety, building control and data-protection requirements relevant to accessibility and individual planning.
- Equality and Human Rights Commission technical guidance for schools and guidance on reasonable adjustments for disabled pupils.

The statutory accessibility plan is separate from the Independent School Standards, but inspectors may be asked to check compliance with paragraph 3 of Schedule 10 to the Equality Act 2010. The plan is also relevant evidence of how the School ensures that pupils can access its curriculum and provision.

3. Definition of disability

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial; 'long-term' generally means that the effect has lasted, or is likely to last, at least 12 months, subject to the statutory rules.

The School recognises that disability can include physical, sensory, cognitive, neurodevelopmental and mental-health impairments, and that some disabilities are non-visible or fluctuate over time.

4. Core accessibility duties

Over the life of this plan the School will take reasonable steps to:

1. Increase the extent to which disabled pupils can participate in the curriculum and the wider educational experience.
2. Improve the physical environment of the School so that disabled pupils can take better advantage of education, benefits, facilities and services.
3. Improve the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled, taking account of pupils' disabilities and preferences expressed by them or their parents.
4. Maintain a culture in which accessibility, inclusion, mental health and wellbeing are considered proactively in planning, decision-making, safeguarding, premises work and staff development.

The School will have regard to the need to allocate adequate resources to implementing the plan and will balance effectiveness, practicability, cost, available resources, disruption and health and safety when determining what is reasonable in an individual case.

5. Roles and responsibilities

5.1 School Management Committee / Proprietor

- Approves the accessibility plan and receives assurance that statutory duties are being met.
- Monitors progress against the three-year plan at least annually and challenges delays or barriers to implementation.
- Ensures accessibility is considered in strategic planning, significant capital works and school improvement.

5.2 Headmaster

- Has overall responsibility for implementation and for ensuring accessibility is embedded across school policy and practice.
- Ensures reasonable-adjustment decisions are lawful, evidence-informed and appropriately recorded.
- Ensures sufficient leadership oversight, staff training and resources.

5.3 SENCO

- Coordinates educational planning for pupils with SEND and disabilities and advises staff on barriers, adaptive teaching, auxiliary aids and reasonable adjustments.
- Ensures relevant information is shared appropriately with staff and reviewed with pupils and parents.
- Coordinates with external professionals and the Exams Officer on access arrangements where appropriate.

5.4 Estates Manager / Health and Safety leads

- Monitor physical accessibility, routes, surfaces, lighting, signage, toilets, entrances and other facilities.
- Ensure accessibility is considered in maintenance, refurbishment and capital planning.
- Coordinate PEEPs, evacuation arrangements and relevant risk assessments with pastoral/SEND/health staff.

5.5 All staff

- Implement agreed reasonable adjustments and inclusive practice.
- Identify and report barriers to participation, information or the physical environment.
- Maintain high expectations while adapting teaching, communication and activities so pupils can participate appropriately.

6. Current site context

St. Dominic's occupies buildings of different ages and layouts. The Junior School and Sir Jack Hayward Sports Hall operate principally at ground-floor level. The Sixth Form Centre and Senior School include upper floors. Ground-level access is available to the Junior School, Sixth Form Centre and Sports Hall, and the Senior School has ramped access.

Some upper-floor areas of the Senior School and Sixth Form Centre present physical access limitations. Where a pupil, member of staff or visitor cannot safely use stairs, the School will not treat this as an automatic exclusion from education or school life. It will assess the individual's needs and consider reasonable alternatives, including relocation of lessons, timetable changes, ground-floor meeting rooms, auxiliary aids and other practical adjustments.

Accessibility must also be compatible with safe emergency evacuation. Individual PEEPs will be prepared where a person's mobility, sensory, cognitive or other needs mean that standard evacuation arrangements may not be suitable. The School will not rely solely on lifts where they are not approved for emergency evacuation.

7. Admissions, transition and changes in need

The School welcomes early discussion with prospective pupils and parents about disability, SEND, medical conditions or other access needs. Information is requested so that the School can identify barriers and consider reasonable adjustments; it is not sought for the purpose of treating a disabled applicant less favourably.

- Before entry, the School may meet the family, seek relevant reports and, with consent where required, liaise with previous settings or professionals.
- Accessibility needs will be considered in entrance assessments and visits, with reasonable adjustments made where appropriate so that disabled applicants are not placed at a substantial disadvantage.

- Transition planning will identify curriculum, communication, physical-access, medical, pastoral and emergency-evacuation needs before the pupil starts wherever reasonably possible.
- Needs can change. Adjustments and plans will therefore be reviewed when circumstances change, after significant incidents, at transition points and at agreed review dates.
- Information about disability and health will be handled sensitively and shared only with those who need it for education, welfare, safeguarding, safety or legal compliance.

8. Reasonable adjustments and auxiliary aids

The duty to make reasonable adjustments is anticipatory: the School will consider likely barriers in advance rather than waiting for a disabled pupil to experience disadvantage. Adjustments are individual and context-specific.

- Examples may include changes to classroom layout or rooming, seating, movement between lessons, timetabling, teaching methods, homework, communication, uniform requirements, participation arrangements, trips, clubs and assessment arrangements.
- Where an auxiliary aid or service is a reasonable adjustment required to prevent substantial disadvantage, the School will take reasonable steps to provide it and will not charge the pupil for the reasonable adjustment itself.
- Health and safety will be considered carefully but will not be used as a blanket reason to refuse participation. Individual risk assessment should identify whether risk can be reduced through reasonable measures.
- Where a requested adjustment is not considered reasonable, the School will record the factors considered and discuss alternative ways of reducing the disadvantage.

9. Increasing access to the curriculum

- Use high-quality inclusive and adaptive teaching, informed by pupil profiles, individual plans and professional advice.
- Provide specialist or targeted support where appropriate, including individual or small-group intervention.
- Ensure pupils eligible for examination access arrangements are identified and supported in accordance with current awarding-body and JCQ requirements.
- Plan PE, sport, practical subjects, performances, clubs, visits, residential and enrichment with accessibility in mind from the outset.
- Select venues and providers that can make appropriate adjustments wherever reasonably practicable and carry out individual risk assessments where necessary.
- Ensure digital learning platforms and resources are usable with assistive technology where reasonably practicable.
- Monitor disabled pupils' participation, progress, attendance and wider outcomes so that barriers are identified rather than assuming that access has been achieved merely because provision exists.

10. Improving the physical environment

- Maintain accessible entrances, ramps, routes and toilets so that they remain available and unobstructed.
- Inspect external surfaces and routes for deterioration, unevenness, weather-related hazards or other barriers and arrange timely remedial action.
- Consider accessibility in all refurbishment, furniture replacement, signage, lighting and capital-development decisions.
- Review the feasibility and value of further access improvements to older buildings, including upper-floor access, taking account of building constraints, planning/building requirements, effectiveness, cost and safety.
- Provide appropriate emergency-evacuation arrangements, including PEEPs and evacuation equipment where required.
- Invite visitors to tell the School in advance about access needs so that suitable arrangements can be made, while also maintaining reasonable general provision for unanticipated visitors.

11. Improving access to information

Information normally provided to pupils will be made accessible within a reasonable time where a disabled pupil would otherwise be disadvantaged.

- Alternative formats may include enlarged print, adjusted font/spacing/contrast, electronic documents compatible with assistive technology, audio or verbal explanation, visual supports or other individually appropriate formats.

- Teachers will adapt worksheets, timetables, textbooks, notices, examination materials and information about trips, events and extracurricular activities where required.
- Parents and prospective families may request key school information in an accessible format.
- Digital documents should be structured clearly and produced with accessibility in mind wherever reasonably practicable.
- The pupil's and parent's preferred means of communication will be considered when deciding how information should be provided.

12. Mental health, neurodiversity and non-visible disability

Mental-health and neurodevelopmental conditions may amount to disabilities under the Equality Act 2010. The School will consider whether routines, sensory environments, communication methods, attendance expectations, transitions, assessment arrangements or other practices create substantial disadvantage.

- Reasonable adjustments may include predictable routines, advance information, quiet or low-stimulation spaces, movement/sensory arrangements, modified communication, supported transitions or temporary reintegration arrangements.
- Adjustments will be reviewed for effectiveness and balanced with the pupil's education, safeguarding, welfare and longer-term independence.
- Mental-health and disability-related concerns will be considered alongside safeguarding duties and relevant risk/welfare planning.

13. Safeguarding and accessibility

Disabled children and children with SEND can face additional safeguarding barriers. Accessibility arrangements must therefore support, and never weaken, safeguarding. Staff will consider communication barriers, assumptions about behaviour, increased vulnerability to bullying or abuse, dependence on adults for care, and the risk that signs of harm may be attributed incorrectly to disability.

Individual accessibility, medical, welfare and evacuation plans will be shared with the Designated Safeguarding Lead where safeguarding implications arise, in accordance with the School's Safeguarding and Child Protection Policy and data-protection requirements.

14. Consultation, monitoring and evidence

The School will consult appropriately with disabled pupils, parents, staff and relevant professionals when developing and reviewing individual adjustments and when identifying priorities for the strategic plan. Feedback from users of the site will inform future priorities.

- The Headmaster, SENCO and Estates Manager will review progress against the action plan at least annually.
- Accessibility will be a standing consideration within relevant health and safety, SEND, school-improvement and premises discussions.
- Evidence may include pupil/parent feedback, learning walks, participation data, accessibility audits, site inspections, PEEPs, risk assessments, complaints, incident records, examination access arrangements and records of completed works.
- Completed actions will be recorded, and unmet or emerging needs will be carried forward with revised timescales and named responsibility.
- A full new three-year plan will be produced by September 2029. The document may be amended sooner if legislation, guidance, the site or the needs of the school community change materially.

15. Publication and accessible copies

This policy and plan will be available to parents and prospective parents through the School's website or on request. It will be available to staff through the School's internal systems. A large-print, electronic or other reasonably accessible version will be provided on request.

16. Queries and complaints

Questions about a pupil's accessibility or reasonable adjustments should normally be raised with the SENCO or Headmaster. Premises-access queries may also be directed to the Estates Manager. Concerns that cannot be resolved informally may be raised under the School's Parental Complaints Policy. This does not affect any statutory rights under equality or SEND legislation.

17. Related policies and documents

- Admissions Policy
- Safeguarding and Child Protection Policy
- SEND / Neurodiversity Policy
- Equality and Diversity Policy
- Behaviour Policy
- Anti-Bullying Policy
- Health and Safety Policy
- First Aid / Medical Conditions procedures
- Educational Visits Policy
- Examinations / Access Arrangements procedures
- Fire Safety and Emergency Evacuation procedures
- Parental Complaints Policy
- School Improvement Plan

Appendix 1 – Three-Year Accessibility Action Plan 2026–2029

The action plan is deliberately measurable. 'Ongoing' duties are retained, but each has a defined review mechanism so that implementation can be evidenced.

A. Curriculum and wider participation

Priority / target	Actions	Lead	Timescale	Success measure	Review / evidence
Baseline accessibility audit	Audit curriculum, clubs, PE, trips, performances, digital learning and assessment for recurring barriers; identify priority cohorts and actions.	SENCO / SLT	Autumn 2026; annual refresh	Audit completed; priorities recorded; actions allocated.	Annual report to SMC.
Adaptive teaching	Include disability/SEND accessibility in learning walks and staff development; monitor implementation of pupil strategies.	SENCO / Heads	Termly	Evidence of agreed strategies in lessons; pupil feedback indicates improved access.	Learning-walk records; pupil progress.
Trips and enrichment	Add explicit accessibility and reasonable-adjustment prompts to trip planning and risk assessment; check provider accessibility early.	Educational Visits Lead / SENCO	By Jan 2027; ongoing	Disabled pupils participate wherever reasonably practicable; adjustments documented.	Trip files and participation review.
Exams and assessments	Identify needs early and implement access arrangements in line with current JCQ/awarding-body rules and normal way of working.	SENCO / Exams Officer	Annual cycle	Eligible pupils receive appropriate arrangements consistently.	Access-arrangement files; inspection feedback.
Pupil voice	Seek feedback from disabled pupils about curriculum, clubs, movement, communication and barriers.	SENCO / Pastoral	At least annually	Barriers identified by pupils inform action planning.	Pupil voice summary and actions.
Staff training	Annual needs audit covering disability awareness, neurodiversity, reasonable adjustments, inclusive teaching and safeguarding barriers.	Headmaster / SENCO	Annual	Training matched to current cohort and emerging needs.	Training log; evaluation.

B. Physical environment and emergency access

Priority / target	Actions	Lead	Timescale	Success measure	Review / evidence
Site accessibility audit	Complete a documented accessibility walk of all buildings, routes, entrances, toilets, signage, lighting, thresholds and parking.	Estates Manager / SENCO	Autumn 2026; annually	Prioritised site schedule produced and updated.	Audit and H&S minutes.
Upper-floor access	Undertake a documented feasibility review of options for improving access to upper floors of the Senior School, including stairlift/lift alternatives and operational solutions.	Headmaster / Estates	By July 2027	Options, constraints, costs and recommended next steps recorded.	Feasibility report / capital plan.
Ground-floor access plan	Maintain a rapid process for relocating lessons/meetings when	Timetabler / Estates / SENCO	Immediate and ongoing	No avoidable loss of curriculum or school participation due solely	Timetable/rooming records.

ST. DOMINIC'S GRAMMAR SCHOOL

Inspiring growth in mind, body and spirit

	a pupil, staff member or visitor cannot safely use stairs.			to inaccessible rooming.	
Accessible toilets	Inspect accessible toilets and keep them clear, operational and appropriately signed.	Estates	Monthly checks	Facilities consistently available.	Premises checklist.
External routes	Monitor paving, ramps, handrails, steps and surfaces; repair or isolate hazards promptly.	Estates	Routine / termly formal review	Safe accessible routes maintained.	Site inspection log.
PEEPs and evacuation	Identify pupils/staff/regular visitors needing a PEEP; review after change of need, rooming or site arrangements; train relevant staff and check evacuation equipment.	Estates / DSL / SENCO	From Sept 2026; review at least annually	Current PEEPs in place; staff understand arrangements; equipment maintained.	PEEP register; drill/review records.
Capital works	Include an accessibility impact check in refurbishment and capital-project approval.	Headmaster / Estates / Finance	From Sept 2026	Accessibility considered before design decisions are finalised.	Project documentation.

C. Accessible information and communication

Priority / target	Actions	Lead	Timescale	Success measure	Review / evidence
Accessible-format protocol	Create a simple staff protocol for producing/requesting large print, adjusted formatting, electronic, audio/verbal or visual-support versions.	SENCO / IT	By Dec 2026	Staff know how to respond promptly to format requests.	Protocol and sample materials.
Digital accessibility	Review templates used for key pupil/parent communications for headings, readable formatting, contrast and compatibility with assistive technology.	IT / Marketing / SLT	By July 2027; annual sample review	Key documents are consistently clearer and more accessible.	Document sampling.
Individual communication needs	Record agreed communication preferences and adjustments in pupil plans and ensure relevant staff can access them.	SENCO	On admission / review	Agreed formats used consistently.	Pupil plans; parent/pupil feedback.
Website / policy availability	Keep this plan available to parents/prospective parents and state that accessible copies can be requested.	Headmaster / Admin	From Sept 2026	Plan easy to locate or obtain; requests fulfilled promptly.	Website check / request log.

D. Wellbeing, inclusion and governance

Priority / target	Actions	Lead	Timescale	Success measure	Review / evidence
Mental health accessibility	Review whether pupils with substantial/long-term mental-health needs require reasonable adjustments to learning, attendance, environment or communication.	DSL / SENCO / Pastoral	Individual; termly oversight	Adjustments documented and reviewed for impact.	Welfare plans; attendance/progress.
Transition	Introduce an accessibility checklist for new pupils and key transition points, including physical, curriculum, communication,	Admissions / SENCO	By Jan 2027	Needs identified before entry wherever possible.	Transition records.

ST. DOMINIC'S GRAMMAR SCHOOL

Inspiring growth in mind, body and spirit

	medical and evacuation needs.				
Parent partnership	Offer clear route for parents to raise access needs and contribute to reviews; seek feedback on effectiveness.	SENCO	Ongoing; annual review	Parents know whom to contact; feedback informs provision.	Meeting records / survey.
Governance oversight	Provide SMC with annual accessibility report covering action-plan progress, emerging priorities, complaints/concerns and resource implications.	Headmaster	Annually	SMC can evidence scrutiny and resource decisions.	SMC minutes.
Budget alignment	Review accessibility priorities as part of annual budget and premises planning.	Headmaster / Finance / Estates	Annual budget cycle	Reasonable priorities costed and scheduled.	Budget/capital plan.
Three-year review	Evaluate impact of 2026–29 plan, consult stakeholders and approve successor plan.	Headmaster / SMC	By Sept 2029	New three-year plan approved without gap in coverage.	Approved 2029–32 plan.

Appendix 2 – Individual Accessibility / Reasonable Adjustment Record

This template may be used where an individual pupil requires coordinated adjustments. It does not replace an EHCP, SEND support plan, medical plan, welfare plan, risk assessment or PEEP.

Field	Record
Pupil / year group	
Date / review date	
Nature of disability or access need (only relevant information)	
Barrier(s) identified	
Pupil and parent views/preferences	
Reasonable adjustments / auxiliary aids agreed	
Curriculum / wider participation arrangements	
Information / communication arrangements	
Physical access / rooming arrangements	
Medical / welfare / safeguarding considerations	
PEEP required? If yes, reference	
Staff who need to know	
External professional advice	
How effectiveness will be measured	
Outcome of review / next actions	

Appendix 3 – Approval and version control

Version	Date	Change	Approved by
1.0	September 2026	Full rewrite following review against current statutory duties, 2026 independent-school guidance and comparator accessibility planning.	School Management Committee / Proprietor

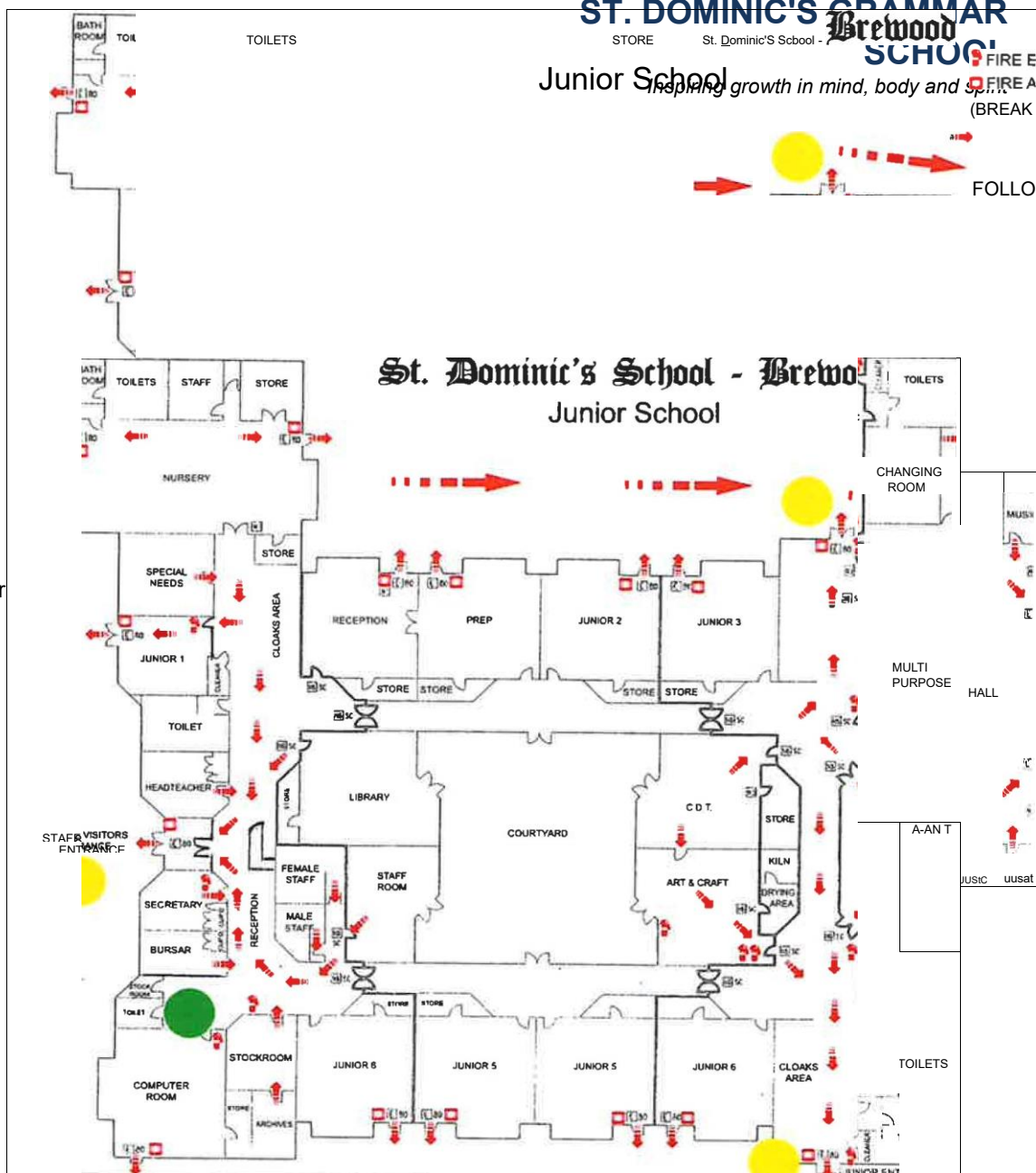
Headmaster: P McNabb Date: 18-8-2026

For School Management Committee / Proprietor: Sir M Griffiths Date: 1-9-2026



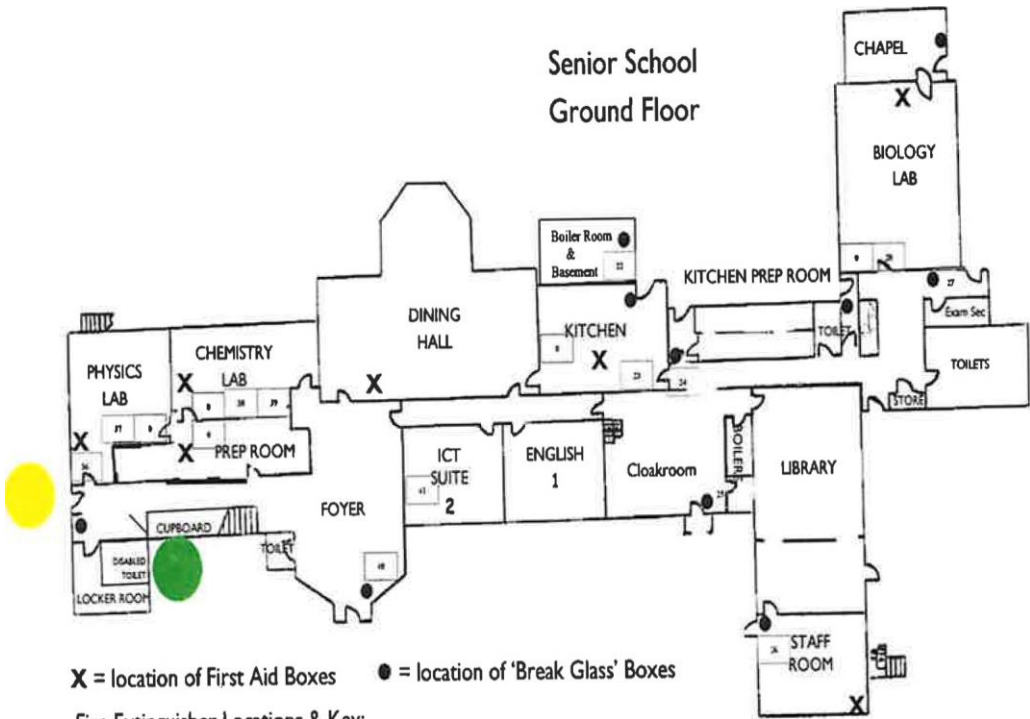
Junior School(Floor

Senior



ST. DOMINIC'S GRAMMAR SCHOOL

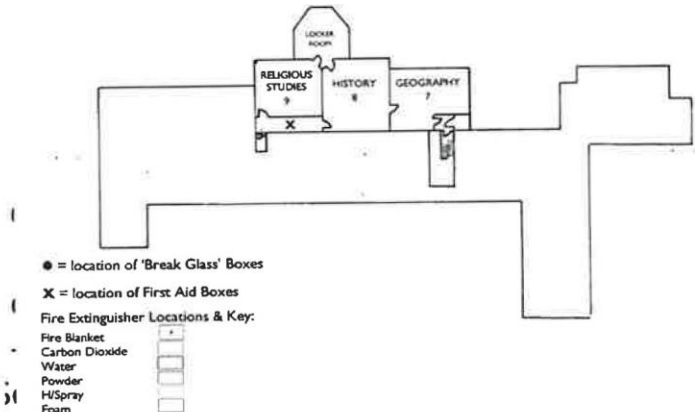
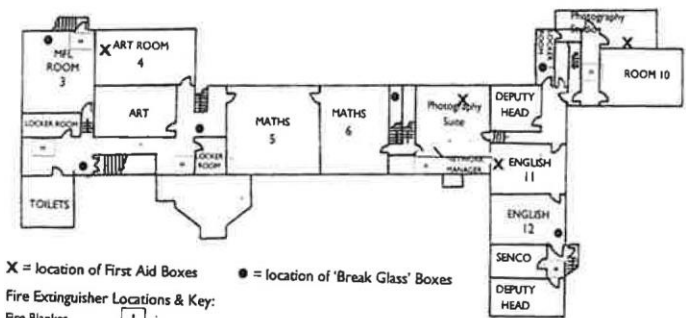
Inspiring growth in mind, body and spirit



ad

Senior school

Senior School Senior School First Floor Second Floor



d Floor

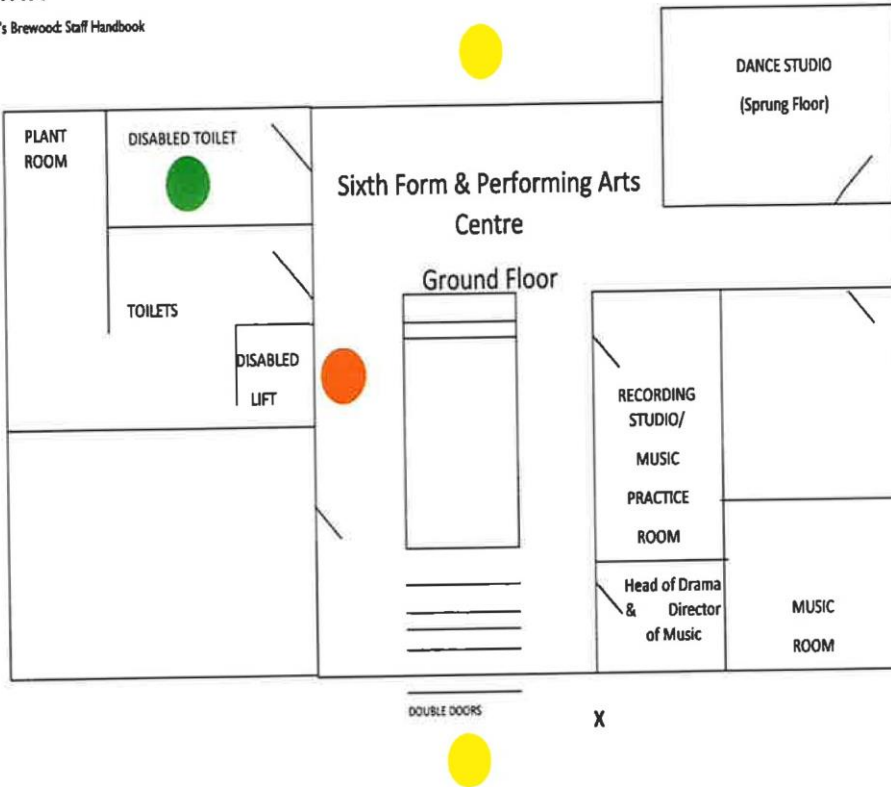
ST. DOMINIC'S GRAMMAR SCHOOL

Inspiring growth in mind, body and spirit

6th Form Ground

St. Dominic's Brewood Staff Handbook

Building - Floor



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

Part A – Introduction to the School

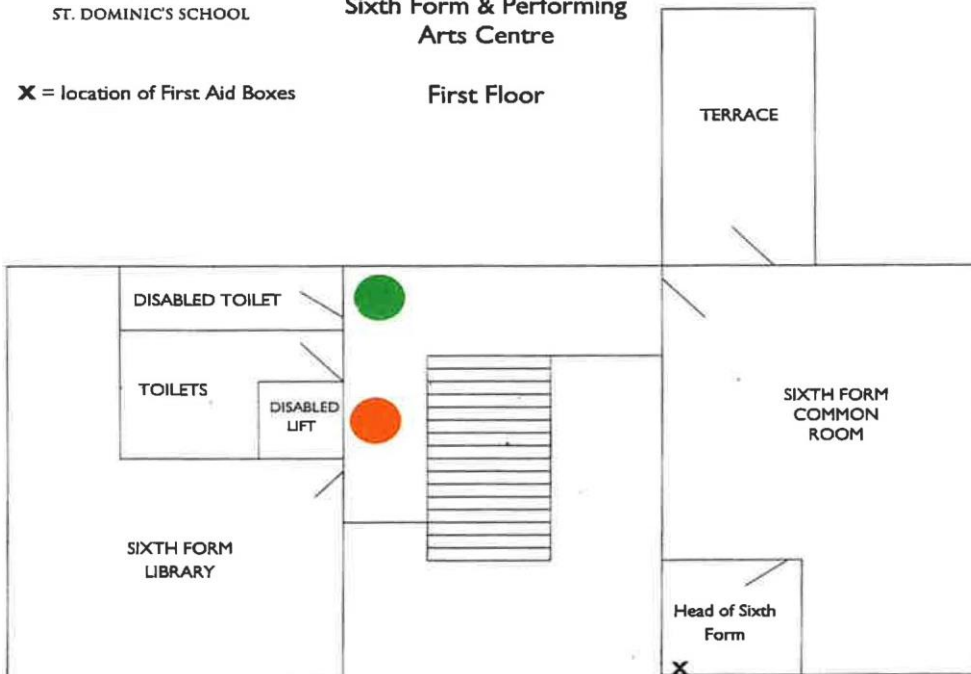


ST. DOMINIC'S SCHOOL

X = location of First Aid Boxes

Sixth Form & Performing Arts Centre

First Floor



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

Part A – Introduction to the School