

DARRICK WOOD SCHOOL

DISABILITY EQUALITY ACCESSIBILITY PLAN

Last updated June 2026

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 students

Darrick Wood School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The School has an additional Equality, Diversity and Inclusion Policy, which outlines our commitment to inclusion.

The plan will be made available, 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, 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 students, 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 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 student 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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Action	Process/Tasks	Persons responsible	Future Actions
To plan an effective curriculum that can meet the needs of all students.	<p>To enhance the participation of disabled students in curriculum areas. All staff are responsible for the classroom organization for pupils with disabilities and should liaise with the SENCo if in any doubt. Manual handling and hygiene support of pupils must be done in line with risk assessments, Individual Health Care Plans (IHCPs) / Education Health and Care Plans (EHCPs) and by trained personnel only.</p> <p>PE – specialist resources used so that students with physical disability can participate. For example, foam javelins and balls. Differentiated activities that meet the requires of the risk assessment of a student.</p> <p>Art / Science / DT / all other areas of curriculum – specialist resources purchased for a student in order to meet the OT recommendations of a student. This could be scissors, cutting sets, utensils in the kitchen to aid cooking, for example.</p>	HoD/HoF, SENCo/DHT/HT	<p>For Teaching staff to communicate to HoD / HoF and liaise with SENCo for advice and purchases.</p> <p>SENCO to help provide the appropriate provision. DHT to oversee all decisions</p>

	To ensure that physically disabled students have a timetable that is flexible depending on the level of need presented.		concerning provision.
Increase access to the curriculum for students with a disability.	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all students.</p>	HoD/HoF, SENCO (AHT)/DHT/HT	<p>Continue staff training on curriculum planning, SEND strategies and Quality First Teaching.</p> <p>Put QFT resource boxes in every classroom.</p> <p>Continue our work on equality, diversity and inclusion, including curriculum reviews.</p> <p>Ensure that all tracking includes analysis of those with a disability.</p> <p>Continually review the target setting processes.</p>
To plan for an inclusive physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits,	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width 	SENCO, Operations Manager, Site Manager	Turner Building, Barker Building and MPA building lift maintenance,

<p>facilities or services provided or offered by the School.</p>	<ul style="list-style-type: none"> • Evacuation chairs • Disabled parking bays • Disabled and Inclusive toilets • The Reading Realm is ground-level and accessible to all <p>To maintain and improve access to indoor areas (e.g. doors, stairs, toilets, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.), changes outside of school buildings (e.g. provision of disabled parking etc.)</p>		<p>specialist disabled toilets.</p> <p>Train key staff on the use of evacuation chairs.</p>
<p>To have information on or gather and monitor data on disabled students to enhance their progress and attainment – academically, socially and emotionally.</p>	<p>Continue to identify actions that can be implemented to improve the attainment levels of disabled students.</p> <p>Analyse data on disabled students’ attainment to inform strategies to support pupil progress.</p> <p>Examples include handouts, timetables, textbooks and information about the school and school events that is available in printed form, as well as online. The information should be made available in various preferred formats within a reasonable time frame.</p>	<p>Achievement Coordinators</p>	
<p>Ensure that disabled students are supported to achieve through the provision of support and appropriate resources.</p>	<p>On-going review of EHC Plans and related provision, such as HLTAs, LSAs, Mentors, Teachers and appropriate resources.</p>	<p>SENCO</p>	
<p>Improve the delivery of information to students with a disability.</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of information technology, including use of OFFICE 365 with a range of accessibility features • Various deaf and hearing-impaired systems, as appropriate to environment • Pictorial representations 	<p>SLT, Site Manager</p>	<p>Continue to ensure that whole-school and classroom signage (such as the four new learning posters) are as accessible as possible and</p>

			include pictorial representations
Ensure that the relevant preparations are made for the successful transition of new disabled students into the School community.	Seek advice to identify action plans, including IHCPs, and risk assessments where necessary. Consult with relevant staff members to ensure implementation for successful transition.	SENCO, Achievement Coordinators	Liaise with LA, local Primary Schools and their SENCO and specialist health care providers as necessary
Continue to ensure that disabled children know how to be healthy.	Monitor implementation of cross-curricular provision on healthy lifestyles.	SENCO, Achievement Coordinators	

Ensure that disabled children are not victims of bullying or harassment.	Record and report incidents of disabled harassment, monitor Prevention of Bullying Policy to ensure it reflects a policy of zero tolerance regarding harassment on the grounds of disability and disability discrimination.	Assistant Head Teachers, Achievement Coordinators	
Ensure that positive attitudes towards disabled people are promoted.	Monitor implementation of PSHE scheme of work including visitors.	SENCO, PSHE Coordinator, Achievement Coordinators	
Ensure that disabled pupils' voices are heard.	Pupils' voice heard through Access Coordinator and Student Leadership Council.	Member of staff responsible for SLC, SENCO, Achievement Coordinators, Pupils	
Ensure that disabled students have access to appropriate progression routes at age 14, 16 and 18.	Achievement Coordinators and SENCO to work with Pathways Coordinator to ensure that all disabled students are offered 1:1 careers interviews and other support at the appropriate stages of their education.	SENCO, Achievement Coordinators, Pathways Coordinator	
Ensure that disabled parents are supported to access information about their child's progress at School.	Continue to facilitate access to all relevant School information including arrangements for attendance at Parents' Evenings etc. which might include virtual evenings.	Deputy Head Teachers, Achievement	

		Coordinators, Operations Manager, Health & Safety Officer, SENCO	
Ensure that disabled students can participate in extracurricular activities.	Encourage disabled students' participation by increasing staff ratio as necessary.	Member of SLT responsible for extra-curricular provision	
Ensure that the needs of disabled students and staff are always considered when developing future construction plans or building redevelopment.	Seek professional advice for the planning of new constructions. On-going monitoring of construction work to ensure identified requirements implemented.	Head Teacher, Senior Leadership Team, Operations Manager, Site Manager	

4. 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 Deputy Head Teacher, Head Teacher and the Governing Body.

It will be approved by the Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality, Diversity and Inclusion policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Prevention of Bullying policy