



**Esland North Limited**

## ED0002DON - Accessibility Policy



### ED0002DON - Accessibility Policy (Doncaster School)

|                            |                                                          |
|----------------------------|----------------------------------------------------------|
| <b>Document ID ref:</b>    | ED0002DON                                                |
| <b>Policy Name:</b>        | Accessibility Plan                                       |
| <b>First issue date:</b>   | 07 September 2026                                        |
| <b>Review date:</b>        | 30 September 2027                                        |
| <b>New version date:</b>   |                                                          |
| <b>New review date:</b>    | Annual (or sooner following regulatory or legal updates) |
| <b>New version ref:</b>    |                                                          |
| <b>Summary of changes:</b> |                                                          |

## 1. Introduction

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 students can participate in the curriculum.
- Improve where possible the physical environment of the school.
- Improve the availability of accessible information to disabled students.

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication. The school is committed to ensuring equal access for all parents, carers and visitors. Where physical features of the site may limit accessibility, such as the surface of pathways leading to the school entrance, reasonable adjustments will be made. These may include holding meetings in accessible off-site locations or offering alternative methods of participation to ensure that no individual is disadvantaged.

At Esland Doncaster School, we are committed to creating a safe, welcoming and inclusive environment where every student is valued, respected and supported to achieve their full potential. We believe that all students, regardless of their abilities, disabilities, background, needs or circumstances, have the right to access high-quality education and participate fully in school life.

Our approach is underpinned by the principles of equality, dignity, respect and opportunity, and is reflected in our core values of being Bold, Fun, Curious and Kind. We encourage students and staff to be Bold in embracing diversity and advocating for inclusion, Curious about understanding and celebrating individual differences, Kind in all interactions and relationships, and to create a Fun, engaging and supportive learning environment where everyone feels that they belong. We recognise and celebrate individual differences and are committed to removing barriers that may prevent students from accessing learning, facilities, services or wider school experiences. Through personalised support, reasonable adjustments and a flexible curriculum, we strive to ensure that all students can engage meaningfully in education and achieve positive outcomes.

As a specialist setting, we understand that many of our students have additional educational, social, emotional, behavioural or physical needs. We work collaboratively with students, families, carers and external professionals to identify and meet these needs, promoting independence, confidence and wellbeing.

We expect all members of our school community to demonstrate our values of Bold, Fun, Curious and Kind in their daily interactions. Discrimination, harassment or victimisation of any kind will not be tolerated. Through our policies, practices and curriculum, we actively promote equality of opportunity and foster a culture where diversity is recognised as a strength, and every individual is empowered to succeed.

Our commitment to accessibility and inclusion is ongoing, and we regularly review our provision to ensure that all students can access the curriculum, physical environment and information they need to thrive, achieve and prepare successfully for their future.

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.

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 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 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.

## 3. 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                                                          | actions to be taken                                  | Person responsible            | date to complete actions by    | success criteria             |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------|-------------------------------|--------------------------------|------------------------------|
| Increase access to the curriculum for pupils | Our school offers a differentiated curriculum for all pupils<br>We use resources tailored to the needs of pupils who | Curriculum is reviewed and adapted to meet the needs of the initial | SENCo and teachers to review and make adaptations to | Deputy Head/SENCo<br>Teachers | 2 months after initial opening | Curriculum accessible to all |

| <b>Aim</b>                                                                       | <b>current good practice</b>                                                                                                                                                                                                                                                                                                                                                             | <b>objectives</b>                                                                                                                    | <b>actions to be taken</b>                                                                                                                                      | <b>Person responsible</b>                 | <b>date to complete actions by</b> | <b>success criteria</b>                                                                                                      |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| with a disability                                                                | <p>require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> | <p>cohort in order to meet individual need</p> <p>Embed Track Able as a means of tracking small steps of progress</p>                | <p>the Curriculum to ensure it meets the needs of the cohort</p> <p>Embed the full curriculum on to Track Able</p>                                              |                                           |                                    |                                                                                                                              |
| Improve and maintain access to the physical environment for wheelchair users     | <p>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> <li>• Seating</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Shelves at wheelchair-accessible height</p> <p>Emergency access at the rear of the building</p> <p>Children can access the toilet on the ground level</p>     | <p>Improve accessibility to the main building</p>                                                                                    | <p>Install path and ramp</p> <p>Partnership working with the site landlord to explore opportunities to improve the path surface to and from the school gate</p> | <p>Headteacher</p> <p>Head of Estates</p> | <p>6 months</p>                    | <p>Wheelchair access to the site and main building</p>                                                                       |
| Improve parking for disabled visitors                                            | <p>Ample parking spaces</p>                                                                                                                                                                                                                                                                                                                                                              | <p>To have a disabled parking bay clearly marked and labelled</p>                                                                    | <p>Install label and mark out at least one bay</p>                                                                                                              | <p>Headteacher</p> <p>Head of Estates</p> | <p>6 months</p>                    | <p>Parking access is improved for disabled visitors to site</p>                                                              |
| Improve the availability of accessible information for pupils with a disability. | <p>Information is adapted to meet individual pupil needs, including visual supports, symbols and pictorial resources.</p> <p>Signage across the site is reviewed as part of routine H&amp;S checks.</p>                                                                                                                                                                                  | <p>Ensure all staff are aware of individual pupils' communication and information needs. Review the accessibility of information</p> | <p>SENCo to complete a review of communication and information needs across the pupil cohort. Staff training on adapting</p>                                    | <p>SENCo/Deputy Head Teachers</p>         | <p>Termly review, ongoing</p>      | <p>Pupils can access information in a format appropriate to their needs, and staff are aware of individual requirements.</p> |

| Aim | current good practice | objectives                     | actions to be taken                           | Person responsible | date to complete actions by | success criteria |
|-----|-----------------------|--------------------------------|-----------------------------------------------|--------------------|-----------------------------|------------------|
|     |                       | and signage across the school. | information for pupils with additional needs. |                    |                             |                  |

## 4. Employment

If the needs of an employee change during employment, Esland will make reasonable adjustments to support continued employment.

## 5. Monitoring Arrangements

This document will be reviewed annually and approved by the Education Director/Chief Operating Officer.

## 6. 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
- SEND Policy

## Appendix 1: Access to Physical Environment

| Feature           | Description                                                                                                                                     | Actions to be taken                                                                                                         | Person Responsible                              | Date to complete actions by |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------|
| Number of storeys | 2 storey and single floor porta cabin classrooms. Fire exits at the back and front of both floors. One exit from the porta cabins.              | All classrooms, access points and corridors remain free from clutter and hazards                                            | All Staff                                       | Ongoing                     |
| Corridor access   | 1 <sup>st</sup> and 2 <sup>nd</sup> floor corridors                                                                                             | All corridors remain free from clutter and hazards<br>Fob access where required                                             | All staff                                       | Ongoing                     |
| Lifts             | N/A                                                                                                                                             | N/A                                                                                                                         | N/A                                             | N/A                         |
| Parking Bays      | Parking bays are located away from the school building but in a designated area                                                                 | One direction of entrance and exit to be enforced and allow for safe turning<br>Signage to put up                           | Head of Estates<br>Headteacher<br>Administrator | To be enforced once open    |
| Entrances         | Gated entrance to the car park that will be monitored by the business park team.<br>Gated entrance to the school and fobbed entry to reception. | Regular review of accessibility.<br>Any additional supports are checked during the initial booking process for any visitor. | Administrator (H&S Coordinator)                 | In place                    |

| Feature                 | Description                                                                                                                                   | Actions to be taken                                                                                                                                      | Person Responsible                                | Date to complete actions by                                                 |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------------------------------|
| Toilets                 | Separate staff and student toilets, including disabled toilet, which are appropriately identified.                                            | Continued checks and maintenance to ensure they remain clean, safe and accessible to all                                                                 | Administrator<br>(H&S Coordinator)<br>Cleaners    | In Place                                                                    |
| Reception Area          | Accessible to wheelchair users                                                                                                                | Any additional supports are checked during the initial booking process for any person<br>External pathway to be developed to support access to reception | Head of Estates<br>Headteacher<br>Administrator   | Ongoing                                                                     |
| Internal Signage        | Signs in place                                                                                                                                | Regular checks to ensure compliance                                                                                                                      | Headteacher<br>Administrator<br>(H&S Coordinator) | In place<br>H&S Audit as per legal and regulatory expectations              |
| Emergency escape routes | Fire evacuation plan in place<br>Fire risk assessment in place<br>Fire exits in place with appropriate signage<br>Emergency lighting in place | Weekly testing of systems<br>Termly Fire Drill                                                                                                           | Headteacher<br>Administrator<br>(H&S Coordinator) | Ongoing and in place<br>H&S checks as per legal and regulatory expectations |