



De Lisle College
A Catholic Voluntary Academy

Disability and Accessibility Plan

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| This policy was approved and adopted by the Local Governing Body on: | 18 June 2026 |
| Policy review date | 18 June 2027 |

Accessibility Plan

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of this 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 the education, benefits, facilities, and services provided.
- Improve the availability of accessible information for disabled pupils.

De Lisle College is committed to treating all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This policy is implemented within the context and spirit of the school's Mission Statement and supports the aims of De Lisle College by valuing all children equally and recognising them as individuals.

The Accessibility Plan is available on the school website, and paper copies can be provided upon request.

The school is also committed to ensuring that staff receive appropriate training on equality issues, including those relating to the Equality Act 2010 and disability awareness.

At De Lisle College, we support pupils with a wide range of needs, including:

- Visual impairments
- Hearing impairments
- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Physical disabilities
- Additional medical needs, including allergies, asthma, and epilepsy.
- Emotional needs, including attachment difficulties, trauma-related needs and anxiety

2. Legislation and Guidance

This Accessibility Plan has been developed in accordance with Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance on the Equality Act 2010 for schools.

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, *long-term* is defined as lasting, or likely to last, for 12 months or more, while *substantial* means more than minor or trivial. The definition of disability includes sensory impairments, such as those

affecting sight or hearing, as well as long-term health conditions, including asthma, diabetes, epilepsy, and cancer.

Under the Equality Act 2010, schools have a duty to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their non-disabled peers. Reasonable adjustments may include the provision of auxiliary aids and services, adaptations to teaching and learning practices, or modifications to the physical environment of the school.

This Accessibility Plan sets out the measures that De Lisle College will take to improve access to education and ensure that all pupils can participate fully in school life.

| Priority Area | Objective/Priority | Current Provision | Responsibility | Review date |
|--------------------------|--|---|--------------------------------|---------------|
| Curriculum Access | Increase participation in learning for all pupils including pupils with disabilities | Differentiated teaching, SEND support, EHCP provision, assistive technology | SENCO | Review termly |
| Curriculum Access | Ensure reasonable adjustments are implemented so students can access learning and succeed | Staff provide adjustments where needed depending on the disability and support required | Teaching Staff & SENCO | On going |
| Curriculum Access | Improve staff knowledge of inclusive teaching through effective training, monitoring and lesson drop in's. | Regular CPD opportunities available to all staff | Headteacher & SENCO | Termly |
| Curriculum Access | Ensure educational visits are accessible, making sure all students have the opportunities to access these with appropriate support | Risk assessments completed, EVOLVE completed and signed off | Educational Visits Coordinator | On going |

| Priority Area | Objective/Priority | Current Provision | Responsibility | Review date |
|-----------------------------|---|--|-------------------------|--------------------|
| Curriculum Access | Improve use of assistive technology to aid students learning and ability to access all areas of the curriculum. | Dragon speak, Laptops, Flash academy. | SENCO & IT Lead | Termly |
| Physical Environment | Improve access to school buildings by making sure ramps are fitted, doors are accessible and allow students to be able to access the whole building | Accessible entrances and ramps available | Site Manager/HR manager | Annually |
| Physical Environment | Embed emergency evacuation arrangements both fire alarms and safely in procedures. | PEEPs in place where required, staff trained for all procedures and students informed. | Health & Safety Lead | Termly |
| Physical Environment | Improve signage and wayfinding | Existing signage throughout school | Site Manager | Termly |
| Information Access | Provide alternative formats for visually impaired students | Large print available upon request or recommendation from medical professionals. | SENCO | Termly |
| Staff Training | Increase disability awareness through staff training and PD lessons for students | Some staff training provided, PD lessons | Headteacher | Termly |
| Staff Training | Promote inclusive practice through our culture, | Ethos and culture of the school, SEND training programme available | SENCO | Annually |

| Priority Area | Objective/Priority | Current Provision | Responsibility | Review date |
|----------------------------|--|---|----------------|-------------|
| | behavioural expectations and ethos of the school | | | |
| Partnership Working | Strengthen engagement with parents and carers | Regular communication with families through parents evenings, open evenings, send coffee mornings and on going communication. | SLT & SENCO | Termly |
| Partnership Working | Involve pupils in accessibility improvements | Pupil voice opportunities available | RJI | |