DHS Accessibility Plan 2026-2027

Compiled/ Reviewed and Updated	**Author:** Chris Woodcock	**Date:** **October 2026**
Approval By: **Local Committee**	**Approval Date:** **21 October 2026**	**Review date: October 2029**

1. Purpose and statutory alignment

This 3-year action plan sets out how Durrington High School will improve accessibility over the plan period for current and prospective disabled pupils. It is focused on addressing the three key areas identified in Schedule 10 of the Equality Act 2010 these being access to:

1. the curriculum,
2. the physical environment, and
3. information

The plan sits alongside the school's duties not to discriminate against and to make reasonable adjustments, including the provision of auxiliary aids and services where required. Actions will be implemented, monitored annually and revised where needs, barriers or priorities change. Our approach will be:

Anticipatory: Aiming to identify and address barriers before they prevent access.
Proportionate: Prioritise practical improvements that respond to identified need
Evidence-led: Use audits, pupil and family feedback, participation data and review findings

2. Improving access to the curriculum

Objective	Action	Lead responsibility	Timescale	Success criteria
Develop accessible inclusion provision	• Develop and embed the Inclusion Base as a central provision for targeted intervention, reintegration, personalized support and access arrangements.	SENCO / SLT	Subject to final WSCC approval the plan would be to open the base during the 2027-8 school year	Pupils using the provision show improved engagement, attendance, reintegration or participation in learning and school life.
Plan for prospective pupils (principally, but not exclusively, those with EHCPs)	• Identify accessibility needs through consultation, admissions and transition so adjustments can be considered, and where possible implemented, before a pupil joins.	SENCO / Transition Lead	Ongoing; reviewed annually	Necessary arrangements are identified in advance and recorded within transition planning.
Apply reasonable adjustments consistently	• Review support plans, healthcare plans, access arrangements and agreed reasonable adjustments when needs change and at least annually.	SENCO / Inclusion Team / Medical team / DSL	Ongoing	Agreed adjustments are understood and implemented consistently across relevant subjects and activities.
Strengthen accessible teaching	• Provide staff development on adaptive teaching, disability awareness and accessible classroom practice, followed by proportionate quality assurance.	AHT Teaching and Learning / AHT inclusion SENCO	Annual programme	Quality assurance, pupil feedback and outcomes show that identified barriers are reduced and agreed strategies are used.
Use assistive technology and auxiliary aids	• Assess, provide and review appropriate technology, specialist equipment and auxiliary aids, with training for pupils and staff where required.	SENCO / IT Manager	Ongoing	Identified pupils can use the agreed aids effectively to access learning and information.

Improve engagement with and participation in activities beyond the classroom	• Build accessibility into the planning and risk assessment of visits, clubs, sport, enrichment and other wider opportunities.	Educational Visits Coordinator / AHT leading on enrichment	Ongoing	Participation barriers are considered early and reasonable adjustments are documented where required.

3. Improving access to the physical environment

Objective	Action	Lead responsibility	Timescale	Success criteria
Maintain an accurate view of site barriers	• Complete and record an annual accessibility audit covering teaching spaces, communal areas, routes, external areas and key facilities.	Site Manager / SENCO	Annual	A prioritized record of barriers, controls and improvement actions is maintained and reviewed.
Embed accessibility in site development	• Include accessibility considerations in briefs, options, appraisals, and sign-off for refurbishment, maintenance and development projects.	Headteacher / Site Manager	Ongoing	Project records show that accessibility was considered and improvements were made where reasonably practicable.
Maintain essential accessibility features	• Inspect and maintain lifts, accessible toilets, entrances, routes, doors and any other accessibility equipment.	Site Manager	Planned maintenance cycle	Facilities are operational; faults affecting access are logged, communicated and addressed promptly.
Provide safe emergency arrangements	• Identify pupils, staff and regular visitors who require an individual evacuation arrangement and review PEEPs following changes in need, location or timetable.	Site Manager / SENCO	At least annually and when needs change	Current PEEPs are available to relevant staff and tested or discussed as appropriate.

4. Improving the delivery and accessibility of information to all stakeholders

Objective	Action	Lead responsibility	Timescale	Success criteria
Provide accessible information to disabled pupils	• Make learning materials, key communications and school information available in evidence informed formats suited to identified needs.	SENCO / Curriculum Leaders / Individual staff and Exams lead	Ongoing	Pupils receive information in an accessible and timely format, with effectiveness checked through review and feedback.
Support accessible communication with families	• Offer reasonable alternative formats or communication methods when a parent or carer identifies an accessibility need. Principally this will involve tech solutions.	House teams / SENCO	Ongoing	Requests are recorded and responded to appropriately; families can access essential information.
Improve digital accessibility	• Review the school website, online systems and commonly used digital resources to identify and address accessibility barriers. Look at how school	IT Manager / Communications Lead	Annual	Priority barriers are logged and resolved or mitigated; new content follows accessible publishing practice.

	materials are interacted with by non-English speaking stakeholders (website translate)			
Make support routes clear	• Publish clear information explaining how pupils and families can request accessibility support or reasonable adjustments.	SENCO / Inclusion Team	Annual review	Information is easy to locate and pupils and families know who to contact.

5. Monitoring, review and publication

Objective	Action	Lead responsibility	Timescale
Progress review	• Progress against actions; completed works; staff development; use and impact of agreed adjustments; accessibility-related concerns or complaints.	Headteacher / SENCO / Governors	Annually
Stakeholder feedback	• Views of disabled pupils and, where appropriate, their parents or carers; relevant staff and professional feedback.	SENCO	Annually and through individual review
Site and digital review	• Accessibility audit findings; premises changes; digital accessibility findings; technology and equipment developments.	Site Manager / IT Manager / COO	Annually
Formal plan review	• Effectiveness of the full plan; emerging needs; changes to legislation or statutory guidance; priorities for the next plan period.	Headteacher / Governing Body	By September 2029, or sooner if required

Publication: The current plan will be published on the school website and made available in an accessible format on request.