

Dartford Grammar School for Girls

Accessibility Plan: 2026 – 2029

DATE REVIEWED: October 2026

NEXT REVIEW DUE: October 2029

Context

This plan seeks to address the statutory requirements of the Equality Act 2010. The Act replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Our vision for all members of our school community is **“Working together to achieve academic excellence and personal potential”**. As a community our principal values are **Respect, Responsibility, Excellence, Dedication, Integrity** and **Creativity**. Together we share the same high expectations and ambitious aspirations whilst recognising and celebrating our differences as individuals.

DGGS's accessibility plan is aimed at:

- increasing the extent to which disabled students can participate fully and meaningfully in the curriculum, through inclusive teaching, appropriate reasonable adjustments, accessible resources, assistive technology and targeted support where required;
- improving the physical accessibility of the school environment, including buildings, classrooms, grounds, facilities and transport arrangements, so that disabled students, parents/carers, staff and visitors can access and use the school safely and independently wherever reasonably practicable;
- ensuring that disabled students have equitable opportunities to participate in all aspects of school life, including extracurricular activities, after-school clubs, educational visits, residential trips, enrichment opportunities, assemblies, performances and other school events, through appropriate planning and reasonable adjustments;
- improving the accessibility of information and communication for disabled students, parents/carers and staff by providing information in appropriate formats, considering individual communication needs and preferences, and making reasonable adjustments where required;
- removing or reducing barriers to learning, participation and achievement, so that all students, including disabled students, are supported to develop their academic, personal, social and emotional potential;
- embedding an inclusive and anticipatory approach to accessibility, ensuring that the school considers the needs of disabled students, staff, parents/carers and visitors when planning and reviewing curriculum provision, the physical environment, communication and wider school activities.

Definition

Under the Equality Act 2010, a person is considered 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.

The Equality Act definition applies to children and young people as well as adults. Whether an individual meets the definition depends on the effect of their impairment on their normal day-to-day activities and the circumstances of the individual case.

A substantial effect means an effect that is more than minor. Normal day-to-day activities can include, for example, reading and writing, communicating, interacting with others, using a computer, following instructions, travelling, eating, dressing and carrying out everyday tasks. In an educational context, relevant study and education-related activities can also be considered.

A long-term effect is one which has lasted, or is likely to last, for at least 12 months, or is likely to last for the rest of the person's life. Special provisions also apply to conditions whose effects fluctuate or recur.

Conditions such as ADHD, autism spectrum disorder (ASD), severe asthma, diabetes, cystic fibrosis, epilepsy, sickle cell anaemia, hearing or visual impairments, severe dyslexia and eating disorders may fall within the definition where the individual's impairment has the required substantial and long-term adverse effect. Some conditions may meet the definition through specific provisions in the Equality Act.

The school will consider the individual circumstances and impact of an impairment when identifying barriers and determining appropriate reasonable adjustments and accessibility arrangements. A pupil does not need to have an Education, Health and Care Plan (EHCP) or special educational needs (SEN) provision in order to be protected by the disability provisions of the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the:

- Special Educational Needs and Disability Policy
- Health and Safety Policy
- Behaviour Policy
- Anti-Bullying Policy

Current Situation/Recent Developments

• Recruitment: Consideration is given to interview arrangements to ensure equality of opportunity for a disabled applicant.
• School events: Parking bays provided for parent/carers or visitors with disabilities. Wheelchair access provided. Adjustments to seating arrangements in the Hall and re-location of meetings to a more appropriate room when necessary.

• College Block is DDA compliant and provides a lift to the first floor.
• Sports Hall is DDA compliant and provides a lift to the first floor.
• Disabled toilets in the College Block (one upstairs and one down) and the Junior toilets (2).
• Electronic Gate at the entry to the west access point with low keypad to make it accessible from the car.
• Ramps from the Sports Hall and the College Block. Ramp and safety handrail from the back doors of the canteen, the East Entrance and the Main Hall.
• Wheelchair on site.
• Yellow (warning) strips on steps
• High-visibility cones for any areas of concern or where work is in progress.
• Designated disabled car parking spaces.
• Low level desk in reception area.
• Colour-coded signs for staff and student evacuation procedures.
• Adapted minibus leased.
• Adjusted classroom seating for students with physical impairments.
• Counsellor on site each week
• Additional hand rails on stairs on both sides

PRIORITY	STRATEGY	OUTCOME	TIMEFRAME	RESPONSIBILITY
Ensure site is checked regularly for hazards and accessibility.	In line with statutory guidance.	Continually review provision. Address any issues and actions.	Ongoing	Headteacher and Operations Director.
Maintain provision as part of reviewing and evaluating support for students, parents/carers, staff and visitors with special educational needs and disability	Accessibility Meeting: Headteacher, Operations Director and SENCO	Continually review provision. Address any issues and actions. Respond to new student/staff/parent requirements.	Twice a year and ongoing	Headteacher, Operations Director and SENCO.
Evaluate provision in classrooms and accessibility issues throughout the site including signage.	On-going planned maintenance programme. Consider provision of appropriate blinds, seating and other resources to enhance the facilities for disabled students and staff.	Create a supportive, safe and pleasant environment.	Ongoing	Headteacher, Operations Director and SENCO.
Provision for students with a temporary disability.	Provision and resources in a ground floor room or in the college block. This may involve re-rooming lessons. It could also include appropriate seating.	Students can access the curriculum effectively.	Ongoing	SENCO and All Staff.

PRIORITY	STRATEGY	OUTCOME	TIMEFRAME	RESPONSIBILITY
New students with disabilities. (Primarily Year 7 and 12)	Information is collected from previous schools and from parents. A meeting is arranged with the student and parents before entry to ascertain provision required.	Students can make a smooth transition from previous school.	Ongoing	SENCO
To ensure all staff are knowledgeable in terms of the needs of students with disabilities and strategies to support them.	Regular CPD sessions every year to highlight the needs of students within the school. Focus at the beginning of the year on new students and key existing students. Staff updated regularly by e-mail on changes and additions.	Staff are kept informed and updated.	Ongoing	SENCO
Teaching and Learning of students with disabilities.	Student Profiles in place for all students with additional learning needs. Staff trained in how to access them.	The needs of all students are provided for within the classroom to ensure they can access the curriculum effectively.	Ongoing	SENCO
Analysis of Data	The Data Manager/Assistant provides data regularly throughout the year that enables the progress of students with	The progress of students can be tracked and where necessary action can	Ongoing	SLT link for Data Manager/Assistant.

PRIORITY	STRATEGY	OUTCOME	TIMEFRAME	RESPONSIBILITY
	disabilities to be reviewed and comparisons to be made of vulnerable groups with the full cohort.	be taken to improve achievement.		
Deploy teaching assistants and support staff effectively to support students with disabilities.	Ensure all support staff are aware of the needs of the students via the Student Profiles. Update staff regularly.	Students needs are met through the effective deployment of support staff	Ongoing	Headteacher, SENCO and Line Managers.
Availability of written communication in alternative formats.	Check requirements for copies in large font. Ensure resources on website are in appropriate format. Ensure copies on coloured paper are available for students with visual perception difficulties.	All students, parent/carers and staff can access written communication.	Ongoing	Headteacher, SENCO, All staff
Ensure lesson resources and examination arrangements meet the needs of students.	Records updated regularly on the requirements for students. This may include the use of laptops, modified papers, additional time or separate rooms for examinations	Provision for students is part of normal practice. Students, staff and parent/carers are aware of the requirements. School ensure the correct provision is made.	Ongoing	SENCO

PRIORITY	STRATEGY	OUTCOME	TIMEFRAME	RESPONSIBILITY
All out-of-school activities are planned to ensure all students are able to participate.	All out-of-school activities to be checked to ensure provision for disabled students has been considered, including suitable transport. Meetings with parents before the trips to ensure the correct provision.	All out-of-school activities will be conducted in an inclusive environment and the needs of all students will be met.	Ongoing	Headteacher, Activity organiser, SENCO and EVC Co-ordinator.
Improve safety for disabled students, staff or visitors in an emergency.	Evac Chair in-situ in the college block. Any disabled students to practise using the evac chair at least once a year.	If the lifts were out of action in an emergency, disabled people can be moved from the top floor of the college block.	Ongoing	Operations Director and SENCO.
Improve access for disabled students, staff and visitors in the main building.	Improvements would include a lift in the main building. Operations Director to investigate a grant	Access to first floor of main building so that all students can access all rooms.	When funds become available	Headteacher, Operations Director and SENCO.