



TDMS

ACCESSIBILITY PLAN

DATE POLICY WAS APPROVED	17.10.2025
DATE POLICY WILL BE REVIEWED	Autumn 2026
MEMBER OF STAFF WITH RESPONSIBILTY FOR REVIEW	Assistant Headteacher / SENDCo



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level associated with the Trust's Worcestershire Schools. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Local Governing Bodies (LGB)” are appointed Governors at a local level associated with the Trust's Shropshire Schools. LGB Governors are advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB, LGB or Trust members, trade unions, local business leaders etc.

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils. because of sex, race, disability, religion or belief and sexual orientation.”

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Academy Board. The review process can be delegated to an individual or the Headteacher/Executive Headteacher. At TDMS the plan will be monitored by the SENDCo and presented to the Local Academy Board. The current plan will be appended to this document.

At TDMS we are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) TDMS’ Accessibility Plan has been developed and drawn up based upon information gained from consultation from parent/carers, students, and observations made by school staff, both teaching and non-teaching. Where appropriate, the input from outside agencies working with individual students has been considered. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.
- 3) TDMS is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school.
- 4) The Assistant Headteacher / SENDCo (Special Educational Needs and/or Disabilities Co-ordinator) and the Operational SENDCo can be contacted through the main switchboard on 01386 442060.
- 5) TDMS’ Accessibility Plan shows how access is to be improved for disabled students, staff, and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - Increase access to the curriculum for students with a disability, to ensure that students with a disability are equally as prepared for life as are the able-bodied students; if a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in our Character Academy and enrichment offers – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education;
 - Improve the communication, both verbal and written to staff and parents of students with disabilities; this could include school records, access to external specialists, and the additional communication prioritised around these students.

- 6) TDMS' Accessibility Plan relates to the key aspects of physical environment, curriculum, and written information.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies, and documents:
 - Behaviour Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - School Prospectus
 - School Development Plan
 - Special Educational Needs Policy
 - Equality Objectives
 - CAT Policy
- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is the responsibility of the Trust Head of Estates. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Policy updates will be undertaken as and when school policies are reviewed. The Trust Board Committee Terms of Reference will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The school will work in partnership with the Trust in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase the access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of verbal and written information to staff and parents of students with SEND

Our objectives are detailed in the Action Plan below.

3. Current Good Practice

We ask about any disability or health condition in early communications with new parents and carers and our feeder first and middle schools in advance of the formal transition process. We liaise with outside agencies, mainly the VI and CCN teams. Every parent/carer of a child on the SEND register is contacted every term to discuss their child's needs and the effects it has on them in terms of accessing the curriculum, with view to improving the access. Parents/Carers are welcome any time to discuss any problems that might occur between meetings.

Physical Environment

A majority of the school is on one level, with accessible corridors, so disabled students have good access to the buildings. Specialist rooms such as ICT suites, science labs & art, food and design technology rooms are available on the ground floor. Timetabling ensures that no student is unable to access their classroom. We have two accessible bathroom suites in different areas of the school site and an additional three disabled toilets ensuring toileting access across the whole school site. Disabled students can also participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example, school trips for students with medical needs, but we can often find ways to support attendance in these situations.

Curriculum

The intention behind our curriculum design is that it is underpinned by Quality First Teaching by default. Students are regularly engaged in recall of previous knowledge with the intention of embedding it their long-term memory; experience opportunities to apply their newly acquired knowledge into novel contexts; and have processes chunked into small, manageable, sections so as not to overload working memory. Throughout lessons, checking for understanding is ongoing, and performed in low-stakes inclusive ways (such as mini-whiteboard responses) such that misconceptions are not embedded on an individual or whole-class level. Staff are engaged in and encouraged towards supportive scaffolding techniques to support students who are finding a concept difficult to grasp. These are actioned through frequent teacher laps of the learning environment, so that everyone's work is checked, and their needs supported.

Information

To centralise all of the information we have around students with SEND, we use the EduKey system. This allows teaching staff to access relevant information about the SEND needs of a student. Staff can feed into the Assess-Plan-Do-Review process directly within the program. This has also enabled us to formalise plans and processes in such a way that parent/carers are able to access relevant information about their child. In order to review these plans, parent/carers of students on the SEND register are contacted regularly in order to discuss the provisions.

4. Access Audit

The school estate is a mix of single level, and multiple level buildings with several access points from outside. A rigorous PEEP system is in place to ensure the safety of all. We have two school halls on the ground floor, accessible to all. On-site car parking for staff and visitors includes five dedicated disabled parking bays across two areas of the school site. All entrances to the school are either flat or ramped and all have wide doors fitted. In addition to the two accessible bathroom suites (science and main building), there are three disabled toilet facilities available, one in sixth form area, one by the large hall and one in performing arts. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Induction is planned well, with risk assessments, care plan and PEEPs all in place ready for the new academic year.

5. Management, Co- ordination, and Implementation

We will consult with experts when new situations regarding students with disabilities are experienced.

6. Action Plan

Aim 1: To increase the extent to which disabled students can participate in the school curriculum.

Short Term				
Targets	Strategies	Timescale	Responsibilities	Success criteria
To liaise with feeder schools to review new intake	To identify students who may need additional to or different from usual provision	End of half-term 5, annually	SENDCo	Passports in place in advance of September, leading to a smooth transition for students and staff
To review all policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT	All policies clearly reflect inclusive practice and procedure.

To establish close liaison with outside agencies for students with ongoing health needs. E.g., students with epilepsy or mobility issues	Annual updates from medical professionals. Training outreach for new conditions on intake.	Ongoing	Operational SENDCo Lead First Aider First aid trained staff. Heads of Year	Clear collaboration working approach, meeting the medical needs of students.
To ensure full access to the curriculum for all students	Advice gained from external specialists integrated into Pupil Passports and Learning Plans. CPD for all staff. A scaffolded curriculum delivered with reliable Quality First Teaching approaches.	Ongoing	Key staff All staff	Advice taken and strategies evident in classroom practice.
Medium Term				
Targets	Strategies	Timescale	Responsibilities	Success criteria
To promote the involvement of disabled students in classroom activities.	By providing access and equipment to aid involvement, where necessary, e.g., wheelchair access, reading rulers, backed stools.	Ongoing	All staff	Students have access to the curriculum.
To promote the involvement of students with learning difficulties in classroom activities.	Continued refinement of our T&L approaches. Departmental focus on curriculum endpoints. Specific staff changes	Ongoing	Departmental staff SENDCo All staff	Students have access to the curriculum.
To evaluate and review the above targets annually.	Check objectives are still appropriate and that targets have been met.	Annually	Governors SLT SENDCo	Reduced progress gaps between students with and without SEND.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

Short Term				
Targets	Strategies	Timescale	Responsibilities	Success criteria
Improve physical environment the school	The school will take into account the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improving access, lighting, facilities, and fittings.	Ongoing	SLT Site team	Enabling needs to be met where possible.
Ensuring all with disability are able to be involved.	Student voice, SEND communications. Key staff associated with most vulnerable students.	Ongoing	Key staff All staff	Disabled students are listened to, and their opinions valued.
To ensure medical needs of all students are met fully within the capability of the school	Medical policies implemented and followed. IHPs are completed and actioned. We have staff who are trained first aiders	Ongoing	Key staff All staff	We cater for individual medical cases.
Ensuring disabled parents have every opportunity to be involved.	Utilise disabled parking spaces. Making sure access is good during parent/carers meetings and they have been guided to where the appropriate facilities are.	Ongoing	Key staff All staff	To ensure that disabled parents/carers are not discriminated against and are encouraged to take an interest and be involved in their child's education.
Medium Term				
Targets	Strategies	Timescale	Responsibilities	Success criteria
To continue to develop outside facilities to ensure that they are accessible.	When improving outside area for all students, check that it improves facilities for disabled students too.	Ongoing	Key staff	Inclusive student friendly outside areas.
To ensure driveway, roads, and paved paths around school are as safe as possible.	Checking and replacement of loose or broken pavers.	Ongoing	Site team	The site is safe and accessible for all students

Aim 3: To improve communication with disabled students, parents, and staff.

Short Term				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To have a strong relationship with the parents/carers of disabled students.	Proactive communication with parents. Parents/Carers to feel that we can arrange a meeting at quite short notice if there is a concern.	Ongoing	Key staff initially All staff	Parents/Carers feel that they are involved and fully engaged in their child's care and education in school.
To liaise with outside agencies to get professional advice on best next steps	To refer students to outside agencies if we feel they could benefit from some professional advice. Liaise with outside agencies who monitor students in school	Ongoing	Key staff initially All staff	We have professional advice in school on how to make access the best it can be.
To enable improved access to written information for students, parents/carers, and visitors.	Profiles continually updated on EduKey with advice on strategies to help students. Use of Edulink, so parents/carers can access info on their child electronically at home.	Ongoing	SENDCo All staff	Parents/carers, students have better overview.
Medium Term				
Targets	Strategies	Timescale	Responsibilities	Success criteria
To review student's records ensuring school's awareness of any disability.	Information collected about new students from primary schools in advance on on-rolling. Profiles and Learning Plans available to staff who teach them. Leverage of EduKey to share both academic and pastoral updates on students.	Ongoing	SENDCo All staff	Each teacher/staff member is aware of disabilities of students in their class and how they can support them.