



## **DISABILITY INCLUSION POLICY (incorporating the Accessibility Plan Apr 2024-Mar 2027)**

Last reviewed:	March 2026
Next review due:	March 2027
Reviewed by:	SENCO Heads of Site Vice Principal – Pastoral Lead Nurse
Approved by Health & Safety Committee:	5 May 2026

### **1. Principles**

The Board of Governors, senior management and staff of d'Overbroeck's are wholly committed to the principles and aims of the Equality Act 2010 and to its implications for schools. This policy should be read in conjunction with our Equal Opportunities for Students policy, the Exams Accessibility policy, the SEND policy and the school's current Accessibility Plan. The Accessibility Plan is appended to this policy.

We fully take on board our responsibility, in accordance with our equality obligations, not to treat disabled students or prospective students less favourably than their non-disabled peers, and to comply with our duty to provide reasonable adjustments for those students with a disability who are at a substantial disadvantage compared to their non-disabled peers.

We aim to make sure that this principle applies in all aspects of our school life including admissions and exclusions, attendance, examinations, and the provision of education and all other related services including sport and other activities. And we seek to ensure that this principle is applied whenever relevant individual decisions have to be made or whole-school policies reviewed.

### **2. Definitions**

#### **2.1 Disability**

Section 6 of the Equality Act 2010 defines disability as any 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

In the definition of disability given above:

- 'Impairment' can be a physical or mental condition.
- 'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.
- 'Long term' means that the impairment has existed for at least 12 months, or is likely to do so, or that it is likely to last for the rest of the affected person's life.
- 'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of examples given on page 34 of the government's [guidance](#). Study and education-related activities are included in the meaning of 'day to day activities'.

**Factors that might reasonably be expected to have a substantial adverse effect include:**

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- Persistent distractibility or difficulty in concentrating;
- Difficulty understanding or following simple verbal instructions.

**Factors that might reasonably be expected not to have a substantial adverse effect include:**

- Minor problems with writing or spelling;
- Inability to fill in a long, detailed, technical document, which is in the person's native language, without assistance;
- Inability to concentrate on a task requiring application over several hours.

## **2.2 Special educational needs**

A person has 'special educational needs' as defined in the SEND code of practice if s/he has a learning difficulty or disability which calls for special educational provision to be made for her/him.

A person has a learning difficulty or disability if s/he:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Students will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Those disabled students with substantial and long-term impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes or epilepsy, do not necessarily have SEN; but there is a significant overlap between disabled children and young people and those with SEN.

## **2.3 Disability discrimination**

Within the Equality Act 2010 unlawful disability discrimination can be:

- Direct discrimination (which can be discrimination based on perception or association), which is discrimination which occurs because of the 'protected characteristic' of disability;
- Discrimination arising from disability, which will occur where a disabled student or member of staff has been treated unfavourably because of something connected with their disability;
- Indirect discrimination, which will occur where the school applies a 'provision criterion or practice' in the same way for all students/staff but which has the effect of putting disabled students/ staff at a particular disadvantage; and
- Discrimination arising from a failure to make reasonable adjustments.

Indirect discrimination and discrimination arising from disability can be justified if it can be shown to be a proportionate means of achieving a legitimate aim.

## **2.4 Less favourable treatment**

For 'less favourable treatment' to lead to unlawful disability discrimination it must be shown to be:

- for a reason related to the person's disability; and
- less favourable treatment than the treatment given to a person without disability; and not justified.

## **2.5 Justification**

Less favourable treatment can be justified if the reasons are material to the circumstances and substantial. In addition, in the case of a student, non-admission to a school can be justified if it is the result of a 'permitted form of selection'. Selective schools can continue to select so long as the criteria are not such as to exclude only students with disabilities.

## **3. Accessibility planning**

### **3.1 Aims**

We are committed to ensuring that as far as reasonably practicable our school environment and our educational provision in its widest sense are accessible to students and prospective students with disabilities. We are ready to consider all reasonable adjustments that would, over time, help us to achieve this aim more fully and more effectively.

This commitment is made within the limits imposed on us by such constraints as:

- health and safety;
- the physical layout of our teaching and residential buildings;
- the practicalities and cost implications of certain changes;
- the need to maintain academic and other standards;
- the interests of other students and the school community as a whole.

The school's current Accessibility Plan covers the period from 1 April 2024 to 31 March 2027. It is appended to, and forms a part of, this policy. The previous plan covered the period from 1 April 2021 to 31 March 2024.

### **3.2 Approach and structure**

The school's Accessibility Plan contains relevant actions to:

- a) increase the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum;
- b) improve the provision to disabled students of information which is already in writing for students who are not disabled;
- c) improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

The Head of Operations, SENCO and Vice Principal Pastoral are responsible for ensuring the implementation and review of the Accessibility Plan during the period to which it relates.

Related school policies available from the [policies page of the school website](#) or from the school office:

- Admissions
- Anti-bullying
- Curriculum
- Equal opportunities for students
- Safeguarding and promoting the welfare of children
- Special educational needs and disabilities (SEND)

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## **ACCESSIBILITY PLAN: 1 April 2024 – 31 March 2027**

This Accessibility Plan supports, and should be read alongside, the school's Disability Inclusion Policy.

It identifies the physical evidence of the commitment by the Board of Governors, senior management and staff of d'Overbroeck's to follow the principles and aims of the Equality Act 2010.

### **Aim**

The school will use the Accessibility Plan to:

- A. increase the extent to which disabled students (including those with special educational needs) can participate in the school's curriculum;
- B. improve the provision to disabled students of information which is already in writing for students who are not disabled;
- C. improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the school.

The Plan, below, includes these letters A, B and C to indicate how each proposal reflects these aims and improves the accessibility experienced by our students. This is reviewed annually.

The actions and conclusion from the previous Plan (April 2021 to March 2024) are shown in the Appendix below.

## 2024-27 Accessibility Plan

	Proposal	Aim	Action required	How this improves accessibility provision for students	Resources required	Lead	Target Completion date	Conclusion	Aim met?
1	Improve student access to Mental Health support across the school.	A	Ensure Mental Health trained staff are available on each school site.	Allows early intervention for students and provides immediate student access to mental health advice, thereby reducing anxiety and promoting resilience.	Training for staff	Vice Principal- Pastoral School's Nurses	December 2026	2-day and 4-day training to be explored. MHFA lists distributed around school.	
2	Create a sensory space for Y7-11 students at Senior School.	C	Locate a suitable location in the Atrium. Assess and purchase what equipment may be needed to create a calm environment.	Provides a quiet and safe environment where students who struggle with heightened stimulation can withdraw temporarily from the busy environment and regain self-control and a sense of calm.	Resources, moving some furniture. Support from Pastoral Mentor Budget for sensory equipment.	SENCO Head of Senior School	December 2026	Location identified on the top floor and work ongoing.	
3	Create a sensory space at 333 for Sixth Form student 1-2-1 meetings.	C	Assess what resources are needed to create a private environment.	Provides a quiet and private environment where students can have 1-2-1 meetings with staff, regain their self-control and a sense of calm.	Budget to purchase sensory material.	Head of Operations Head of Sixth Form SENCO	December 2026	Safe and quiet space in place on top floor which is shared with careers.	
4	Improve learning spaces for students to help them better engage with teaching and learning	C	Conduct a sensory audit of learning spaces across the school. Renew some areas to ensure that students can be supported to re-integrate or engage with learning.	Ensures that more students feel able to attend lessons and learn without distraction from the environment in which they are	Sensory resources, room layouts, lighting audited and a plan agreed and implemented	SENCO Mental Health Lead Heads of Site Head of Operations	June 2027	All spaces will feel more accessible to students.	
5	SEND and medical register and information on students to be	A	Ensure the SEND register reflects current students being supported and that information is shared as	Ensures that students are supported effectively, and staff are best placed to	Time SEND register iSAMS	SENCO Deputy SENCO School Nurse	Ongoing	Support and contact details, medical and	

	<b>Proposal</b>	<b>Aim</b>	<b>Action required</b>	<b>How this improves accessibility provision for students</b>	<b>Resources required</b>	<b>Lead</b>	<b>Target Completion date</b>	<b>Conclusion</b>	<b>Aim met?</b>
	updated on regular basis		needed. Update SEND register with recent developments. Ensure medical register and care plans are up to date and staff are aware of updates.	support the SEND and medical needs of students.	Care plans			SEND need is reviewed annually.	
6	Effective communication and engagement of parents	A	Midyear review meetings with parents of Tier 3/4 students. Create bank of videos and offer workshops or webinars to engage parents in how to provide good support for a child with specific needs, eg, ADHD, Autism.	Builds positive and healthy working relationships with parents. Builds stronger SEND offer in the local community to prospective parents.	Student development plans Parent email	SENCO Deputy SENCO	July 2027 Autumn 2028		
7	Up to date PEEPs for students who present significant health/medical difficulties including for evacuation	C	Work between SENCO, Head of Operations and Lead Nurse to ensure risk assessment/PEEPs are in place for high level needs students and reviewed regularly.	Ensures that teams work together to support students effectively, and staff are best placed to support the health care/medical needs if appropriate.	PEEP/Risk Assessment	Lead Nurse/ Head of Operations/ SENCO	Ongoing		
8	Improve toilet facilities at Senior School	A	Review of toilet facilities and plan created by Head of Operations and Head of Site to improve access for students.	Ensures all students have better facilities and easy access to toilets.	Finance for possible reconfiguration of toilets.	Head of Operations/Head of Senior School	December 2026		

2021-24 Accessibility Plan

	Proposal	Aim	Action required	How this improves accessibility provision for students	Resources required	Lead	Target Completion date	Conclusion	Aim met?
1	<i>Delayed by COVID, brought forward</i> Consider improving signage across the school for the visually impaired.	B	Assess the need for large type and/or braille signage at reception, lifts and staircases, giving directions and providing warnings.	Improved communication will improve the safety and independence of students with impaired vision.	Time for assessment of need. Purchase of new signs if required.	F&C Manager		Braille – no immediate need. Large type – <i>(being assessed)</i>	Met
2	<i>Delayed by COVID, brought forward</i> Introduce student access to Mental Health support across the school.	A	Recruit Mental Health first aiders, or train existing staff to fulfil this role.	Allows self-referral as well as referral by staff. Provides immediate student access to mental health advice, thereby reducing anxiety and promoting resilience.	Recruitment and/or online training courses for existing staff.	DSL Pastoral Lead Nurse		Ongoing	Carried Forward
3	<i>Delayed by COVID, brought forward</i> Leckford Hall and Hayfield House reception: install vision panels and improve door furniture on internal doors.	C	Assess whether vision panels can be inserted into existing doors or if new doors are required. Source door handles that are easy to grasp and manipulate.	Vision panels will improve visibility and prevent accidents. New handles will be grasped and operated more easily, improving access to the building.	New doors/ panels; New door handles.	F&C Manager		New doors/ panels: not required New door handles: met	Partially met and/or not required
4	<i>Delayed by COVID, brought forward</i> Create a Quiet Space for Y7-11 students.	C	Locate a suitable location at Leckford. Assess what work is needed to create a calm environment.	Provides a quiet and safe environment where students who struggle with heightened stimulation can withdraw temporarily from the school's busy environment and regain	A suitable location. Some structural work and refurbishment, depending on the location selected.	DSL			Carried Forward

	Proposal	Aim	Action required	How this improves accessibility provision for students	Resources required	Lead	Target Completion date	Conclusion	Aim met?
				their self-control and a sense of calm.					
5	<i>Delayed by COVID, brought forward</i> Assess the feasibility of using buff paper as standard for photocopying across the school, instead of white paper.	A, B	Verify if buff paper would be helpful to our dyslexic students. If so, identify a source of buff paper and evaluate the cost of bulk supply.	Some research suggests that text on buff paper is easier for dyslexic students to read and assimilate.	Time for initial research. Budget for supplies (if buff costs more than white paper).	Head of Learning Development		Not required at present	Met on a needs basis
1.	<i>Delayed by COVID, brought forward</i> Continue to improve Fire Safety for disabled students	C	Install Evacuation Chairs at the Swan Building	Ensures a swift evacuation whilst maintaining the dignity of the student.	1 x new evacuation chairs for 113	Facilities & Compliance Manager		Not possible due to Victorian building	Re classified for next plan

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