

# Dorchester Learning Centre

## Accessibility Plan

### March 2026 to 2029

**Date agreed:**

**Review date:** March 2029

**Developed by:** [Enter the name(s) and role(s) of those involved in the development of the Accessibility Plan]

**Approved by:** [Enter the name(s) and role(s) of those involved in approving the Accessibility Plan]

## **1. Introduction**

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability 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.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school
- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

## **2. Vision and aims**

Our aim is for everyone at Dorchester Learning Centre to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning opportunities
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs within the school day, activities and trips. We recognise that we may have to do things a little differently to make this happen.

## **3. Objectives**

At Dorchester Learning Centre, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
  - a) the child
  - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

#### **4. School context**

We want everyone in our school community to feel welcome, valued and included. We are committed to making the environment suitable for our students so that they can be aspirational about their futures.

We focus on what our students want to achieve, we understand they need to see the point in their education so that they can then feel able to engage with it.

Dorchester Learning Centre is based at Monkton Park at the foot of Maiden Castle hill fort and a short drive from the county town of Dorchester, famous for the author Thomas Hardy. We have an active community around us and are supported by it through work experience placements and real-life experiences.

Our school site is an eclectic mix of old and new. The school site is under development and we are beginning to offer new vocational subjects to our students to allow them access to an active and engaging curriculum.

The building is split into vocational and SEMH sides with the SEMH students being able to access the whole site but also being able to find quiet spaces if they need this. All students have access to outside spaces and can spend time together if they wish to do so.

#### **5. Pupil data**

We ask for information about any disabilities or health conditions in early communications with new parents, carers and referring schools. We aim to baseline all new students whilst acknowledging the challenge this presents to some of our students, this allows us to carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan or have received assessment from other professionals, we use the information within this to ensure that we have a good understanding of their challenges and how to support them.

## **6. Audit**

To help us develop our Accessibility Plan, we undertake regular audits of pupil need due to our regular change in cohort.

The student provision needs audit is shared with staff termly and available to all staff employed at Dorchester Learning Centre.

## **7. Consultation**

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- relevant specialist services

We are very aware of the impact of the environment to our student's wellbeing; our site manager regularly updates all staff on accessibility to our site and responds to

## **8. Current good practice**

### **Access to the curriculum**

At Dorchester Learning Centre, we have improved access to the curriculum for pupils with a disability through the following means:

- Bespoke timetables and pathways that are regularly tracked.
- No pupil is excluded from any aspect of the curriculum due to their disabilities or impairments.
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- Detailed pupil information on pupils with SEND is available to all relevant staff via Provision Map.
- Specialist resources are available for pupils with visual impairments such as large print reading books, coloured paper and coloured overlays.
- There are established procedures in place for the identification and support of pupils with SEND.

### **The physical environment**

At Dorchester Learning Centre, we have improved the physical environment of the school to increase access for pupils with a disability by:

- The school has toilet facilities (within a designated area of school) available for wheelchair users.
- The school has introduced unisex toilets.
- Access to a small designated area of the school for wheelchair users.
- Access to quiet, calm spaces for pupils that need them.
- Designated disabled parking spaces close to the school building.

### **Access to information**

At Dorchester Learning Centre, we make written information more accessible to pupils with a disability by:

- Large print resources.
- TA support is available to read and scribe where appropriate.
- Coloured paper and overlays.
- Providing laptops for use in lessons.
- By using pictures, photos, symbols, diagrams, visual prompts and social stories.

## **9. Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy.

## **10. Implementation and monitoring**

Dorchester Learning Centre will continue to work in partnership with the local authority to plan for pupils with a disability (and for staff and visitors to the school). Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed).

## **11. Other policies**

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy

- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

This Accessibility Plan runs for 3 years and will be updated in March 2029. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Dorchester Learning Centre complaints procedure covers the Accessibility Plan.

## 12. Accessibility Action Plan

### Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	Continue to develop CPD to all teaching and support staff focussed on supporting pupils with SEND to access the curriculum.		
What actions will we take to achieve this?	Whole school CPD from SENDCo and Dorset Council training and specialist services.		
How can we tell if this is successful?	Students successfully secure a post 16 destination that is sustained at a course level that is right for them.		
When will this work be done?	Ongoing		
Approximate cost	N/A		
Responsible person(s)	Careers Lead	Date complete	Ongoing

Outcome 2			
What outcome do we want to achieve?	Students will be offered stretch and challenge across a broad curriculum.		
What actions will we take to achieve this?	Vocational teachers will complete training to become instructors in their subjects.		
How can we tell if this is successful?	Students will complete vocational awards successfully.		
When will this work be done?	End of academic year 2026		
Approximate cost	£1000		
Responsible person(s)	Vocational teachers	Date complete	End of academic year 2026

Outcome 3	
What outcome do we want to achieve?	Teachers use data to inform their teaching materials, targets are set and progress monitored for students.
What actions will we take to achieve this?	Teachers receive regular training and have access to National College courses to enhance classroom teaching. Some teachers will complete ELKLAN training and this will be disseminated to all staff.
How can we tell if this is successful?	Progress is evidenced in books.

<b>When will this work be done?</b>	End of academic year 2026		
<b>Approximate cost</b>	£2380		
<b>Responsible person(s)</b>	Teaching Staff	<b>Date complete</b>	July 2026

## Improving the physical environment

<b>Outcome 1</b>			
<b>What outcome do we want to achieve?</b>	The grounds and buildings are a priority in maintaining a sense of pride and belonging for students.		
<b>What actions will we take to achieve this?</b>	Regular premises meetings will be held to ensure the upkeep.		
<b>How can we tell if this is successful?</b>	Students take pride in their environment and help to maintain it through student voice activities.		
<b>When will this work be done?</b>	Monthly meetings, daily maintenance through new site manager.		
<b>Approximate cost</b>	N/A		
<b>Responsible person(s)</b>	Site manager and all staff and students.	<b>Date complete</b>	Ongoing

<b>Outcome 2</b>			
<b>What outcome do we want to achieve?</b>	Classroom accessibility is improved through the use of class caddies, these help all students to access their learning through the use of accessibility tools and supports.		
<b>What actions will we take to achieve this?</b>	All classroom/subjects will have subject specific caddies containing accessibility tools.		
<b>How can we tell if this is successful?</b>	Students are able to access the classroom environment for longer periods of time and can regulate in their classroom environments independently.		
<b>When will this work be done?</b>	Over the academic year 2025/2026		
<b>Approximate cost</b>	£700		
<b>Responsible person(s)</b>	SENDCo	<b>Date complete</b>	Ongoing

<b>Outcome 3</b>	
<b>What outcome do we want to achieve?</b>	Students can recognise their emotions and know when they are becoming dysregulated and what they can do to help themselves to regulate successfully.

<b>What actions will we take to achieve this?</b>	Students will complete work with MHST, SEN support staff and SHARPS trained HLTAs, some will complete 5 point scales which can be used across the school.		
<b>How can we tell if this is successful?</b>	Students will access their learning and remain regulated in their learning environment.		
<b>When will this work be done?</b>	Ongoing		
<b>Approximate cost</b>	N/A		
<b>Responsible person(s)</b>	SENDCo/HLTA team/MHST	<b>Date complete</b>	Ongoing

## Making information more accessible

<b>Outcome 1</b>			
<b>What outcome do we want to achieve?</b>	Student post 16 outcomes to be monitored closely to ensure all students have a relevant pathway.		
<b>What actions will we take to achieve this?</b>	Compass plus Learner Profiles will inform.		
<b>How can we tell if this is successful?</b>	SEN team are able to identify students of concern and notify LA SEN provision and NEET team.		
<b>When will this work be done?</b>	Ongoing		
<b>Approximate cost</b>			
<b>Responsible person(s)</b>	Careers Lead	<b>Date complete</b>	Ongoing

<b>Outcome 2</b>			
<b>What outcome do we want to achieve?</b>	Staff have access to student information to inform their communications.		
<b>What actions will we take to achieve this?</b>	Provision Map will be used.		
<b>How can we tell if this is successful?</b>	All staff can access appropriate materials to help with student needs in the classrooms.		
<b>When will this work be done?</b>	Ongoing and monitored.		
<b>Approximate cost</b>			
<b>Responsible person(s)</b>	SENDCo and SENDCo assistant.	<b>Date complete</b>	End of academic year 2027

<b>Outcome 3</b>			
<b>What outcome do we want to achieve?</b>	Reduced use of acronyms and 'teacher talk' within reports and policies provided by the school to parents and students and other professionals.		
<b>What actions will we take to achieve this?</b>	Staff are mindful when talking to parents and students as well as other professionals in meetings online and in person.		
<b>How can we tell if this is successful?</b>	Parents and students are able to report that they can access their feedback from staff. Professionals are able to access feedback.		
<b>When will this work be done?</b>	<b>Ongoing</b>		
<b>Approximate cost</b>	N/A		
<b>Responsible person(s)</b>	All staff	<b>Date complete</b>	July 2026