



Community College

Stoke Damerel Community College **Accessibility Plan**

Stoke Damerel Community College is part of the Greenshaw Learning Trust.
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company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1
4AF.

Stoke Damerel Community College

Accessibility Plan

21st January 2026

This Accessibility Plan applies to Stoke Damerel Community College and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the college to ensure that their college and its staff adhere to this plan. In implementing this plan, college staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the college. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Head of School, Karen Merricks, kmerricks@sdcc-smhc.net

This plan was approved by the Governing Body on: 21st January 2026

This plan is due for review by: February 2027

Stoke Damerel Community College - Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

This plan sets out the proposals of Stoke Damerel Community College to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Stoke Damerel Community College's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Stoke Damerel Community College:

Stoke Damerel is a large mainstream secondary school with a multi-storey building that has been developed over the last seventy years. The majority of the build has two floors with some areas having three. Science and Maths have rooms on the second storey which are accessible by a lift in Science. Wheelchair users can access through the front entrance and can find the main facilities contained on the ground floor. There are accessible toilets throughout the college and doors around the college can be pinned back using smart door stops that release in case of a fire.

Stoke Damerel has a specialist support base for students with SEND, consisting of a teaching space, intervention base, student work spaces and a sensory room. Students with Education health and Care Plans, or those with complex and overlapping needs can access the support base at any point during the day.

Stoke Damerel Community College's vision for disabled pupils:

Stoke Damerel Community College is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Stoke Damerel Community College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The action plan will be reviewed every three years and updated to take account of improvements made, future resource availability and changing needs of the target area.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review 2024	Y2 review 2025	Final review 2026
Develop and extend careers and preparation for working life to ensure no vulnerable students with are NEETs	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.	SXG	1:1 career guidance given to all Y11 students, and extra sessions for SEND and those at risk of NEET. Yr13 SEND provided career support and monitored closely. Reduction in numbers.	CSW provides students with EHCP 1:1 guidance in Y11 (none in Y13). In house careers advisor prioritises SEND students for advice in Y11 and offers support sessions for students in KS3 to reduce risk of NEET proactively	The newly appointed careers advisor needs to complete the level 7 training in order to facilitate the careers guidance meetings. EHCP, LAC and those at risk of NEET will be seen by a local authority level 7 trained representative. Y10 and Y12 work experience week was successful in demonstrating links to the working world. Some students did this externally, whilst others completed an in house programme.
Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Student body representation will reflect its diverse nature.	SQR LGG	SEND students are proportionally represented in student council Nurture PE classes with adaptive equipment SEND group runs for GOALS	SEND students are actively involved in recruitment to the team and are proportionately represented in staff panels. Recent GLT review involved a fair representation of SEND students	SEND students continue to proportionally represent on college council, extra curricular clubs including the campus production and DofE. In addition to these opportunities student voice is additionally collected from the most complex SEND to ensure this is heard within the mainstream thread, and the SEND team promote their own activities and trips.
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and	Improved attainment and progress for SEND students	MAO	Launch RWI - assessments being carried out this year with appointment of a literacy	RWI was established with new literacy practitioner and additional staff trained to	Whole cohort intervention for Y7 on literacy (Lexia) and numeracy (TT Rockstars) within tutor time and

impact			intervention practitioner.	increase capacity of delivery.	addition of handwriting intervention being taught within English lessons. RWI interventions continue to target students throughout all years to close the gap in reading age to chronological age.
To ensure that Individual Education Plans have been completed and reviewed three times a year for students with SEN and disability	Staff have the necessary information to fully support students to access the curriculum , ensuring adequate differentiation and application of reasonable adjustments	KLT	Plans updated and changes shared with staff to ensure fluid systems in place as needs emerge.	Fortnightly meeting with teaching staff to ensure new plans are shared. Invention of new pen portraits to reduce cognitive load of plans and increase inclusivity of all lessons.	Baseline strategies have been introduced to enable QFT to be the universal provision for all. CPD has occurred with the whole staff and also within staff briefings to ensure consistency of implementation. Marksheets with whole class summary for adaptations created and enable staff better access to information on how to support pupils.
Comprehensive CPD plan for SEND: Weekly whole staff briefing CPD training during twilights and staff only days	Staff knowledge of SEND and the strategies to support learners with SEND ensures students are making progress in their learning and the performance gap should narrow	MAO/KLT	Staff audit completed to ascertain areas for development and planned into the SEND briefing. Staff drop in scheduled once a month for informal support. SEND focused DDI.	Fortnightly focus on SEND CPD Twilight training with external speakers to increase awareness and inclusivity of the highest area of need. SEND LW from SENCO and SEND a focus on DDI	Staff briefings continue and twilights are used to deepen understanding of more complex needs through external professionals. This is sense checked with inclusion LW and SEND team drop ins.

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review 2024	Y2 review 2025	Final review 2026
Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment.	KLT	Equipment all in place and appropriate. Growth of assistive technologies.	Equipment remains in place and is purchased and replaced as required.	Assistive technologies are used frequently to support students with additional needs. All specialist equipment continues to be provided as necessary.
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No student is impacted by a lack of accessibility to the building and environment	NM	SNAGS board updated and all slabs are safe Daily walk rounds to check for issues	Maintenance frequently check as do SMT Logged as SNAGS and fixed as required	Maintenance frequently check as do SMT Logged as SNAGS and fixed as required

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review 2024	Y2 review 2025	Final review 2026
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	JL	Brochures available and accessibility tours offered at events	Completed as required - including language translation	Translated / accessible brochures available and accessibility tours offered at events. BSL and interpreters used as required.
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	DXC	Signage is clear and compliant	Signage is clear and compliant	Signage is clear and compliant
Input and observation from Speech and Language and Sensory support to ensure that students are fully included in all aspects of college.	College information is fully accessible	KLT	TA employed with a degree in speech and language to run interventions. RWI training completed by SENCo and Literacy lead to role intervention out	Liaison with external SALT practitioners and interventions supported in school Team now trained in RWI and programme becoming wider - and also usage of IDL	RWI and IDL now embedded within practice. Internal and external interventions continue to support needs as required.

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Plan	Impact	Resp	Y1 review 2027	Y2 review 2028	Final review 2029
Reduce NEETs by embedding careers into subject areas and ensuring students are exposed to the relevant post 16 / 18 providers.	Students are aware of the relevance of learning and engage more within subject areas. Students can envisage next steps and have aspirations to achieve these	SXG			
Embed literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students Increased reading ages for students	MAO			
To ensure pen portraits are adhered to in class and adaptations are consistently implemented	Ensuring adequate differentiation and application of reasonable adjustments to ensure all students can succeed	KLT			
Ensure adequate provision is in place for those children who are unable to attend school for periods of time due to their disability.	Students maintain progress and the achievement gap does not widen.	KLT			
Ensure access arrangements are appropriate for students and in house capacity is increased.	Students are able to achieve to the best of their ability within assessments.	KLT			

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