



The Gryphon School

Accessibility Plan

2025-6

To be reviewed September 2026

September 2025

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1. Introduction

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

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

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

Vision and Values

The Gryphon School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Accessibility is judged to be excellent in all of the three core areas of accessibility. The Gryphon School continuously reviews and seeks to further enhance the accessibility of provision for all pupils, staff and visitors to the school. Training for staff and governors in the matter of disability discrimination is ongoing.

Information about the School

The school currently has 1641 students on role. It is a mixed comprehensive with a Sixth Form.

3. Vision and aims

Our aim is for everyone at The Gryphon School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- 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, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At The Gryphon School all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. 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 & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2024 academic year we have a number of students who may be considered disabled:

- 61 with ASC
- 39 with ADHD
- 2 with Spina Bifida
- 2 with Muscular Dystrophy
- 4 with Vision Impairment
- 10 with a Hearing Impairment

We have 161 children on our SEN register, and we are monitoring and additional 225.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of The Gryphon School. This told us that:

The school is designed to enable access to every area of the school through ramped and/or lift access. The school was purpose-built in 1993. The original design and subsequent extensions have all been completed in line with current legislation. The School works with the LA with responsibilities for SEND students on the placement and correct facilities for all new disabled students. In 2009 a remodelled Student and Family Support Centre included new toilet and washing facilities as well as a therapy room. In 2014 an additional lift was provided at the far end of the school to provide further access to the suites of subjects at that location. Automatic opening doors have been fitted at the main entrance to the Leisure Centre to facilitate disabled access along with a new wheelchair accessible section to the reception desk. The curriculum is fully accessible and meets the needs of all groups of students. There is considerable diversity and flexibility. This year we have further adapted our environment to welcome a student with significant visual impairment such as highlighting stairs and improving access to rooms as well as adapting classroom resources. We have acoustic boarding in classrooms across the school to support students with hearing impairments.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers

- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- relevant specialist services.

9. Current good practice

Access to the curriculum

At The Gryphon School we have improved access to the curriculum for pupils with a disability through the following means:

We have a Nurture setting for students with the most complex learning needs. These are small classes for Literacy and humanities as KS3, taught by specialists.

We have adapted some aspects of the school for key students – ramps, highlighting stairs and specialist stools for science.

We have an Internal Alternative Provision: Gateway, which supports children who are struggling to access the curriculum for a variety of reasons.

The physical environment

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

- two lifts to allow access to both floors
- ramp access to Geography classrooms
- automatic doors to the conference centre
- disabled toilets
- Sound boards on classroom ceilings
- highlighting stairs around sport centre and main building

Access to information

At The Gryphon we make written information more accessible to pupils with a disability by:

At the Gryphon we aim for quality first teaching, encouraging staff to differentiate for students within classrooms. We have a Nurture setting for students with the most complex learning needs. These are small classes for Literacy and humanities as KS3, taught by specialists. We offer a range of interventions from small groups to 1:1. Some examples of adaptations might be printing on coloured paper, increasing font size, using adaptive technology and used of subtitles of videos.

10. Sources of advice and information

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

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at The Gryphon for pupils with a disability (and for staff and visitors to the school) over the next 3 years, but we will review it annually. It may be used to inform other school planning documents.

We will work in partnership with the Academy Trust/ in implementing the Accessibility Plan. 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.

The Gryphon School complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
Continuing Nurture group provision in KS3.	By continuing to offer this provision.	SENCO	On-going	3 teachers, 3 TAs Plus resources	The progress that students make in these groups. GCSE results	On-going
Nurture provision in KS4.	By continuing to offer this provision.	SENCO	As deemed necessary	Cost of Rylands Provision Small group teaching in En/Ma/Sci/Hum plus bespoke option choices	Students in these groups make good progress	On-going
	Ongoing INSET to be	SLT/ SENCO	Ongoing	INSET time	Lesson observations,	On-going

Training for teachers on differentiating the curriculum	continued to target specific difficulties impacting on learning. Advice and training by specialist bodies as Required Adaptive teaching as a key focus in SIP			across year	student experience reviews evidence that lessons are accessible and differentiated.	
Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
	Sharing of in school expertise eg Dyslexia, Learning Support Improved teaching and learning Learning Passports and SEND information available easily via Arbor					

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete

Ensure safe access and evacuation for all students	Audits conducted according to needs of students and staff. Bi-annual Fire Safety Inspection. Fire rendezvous points and two evacuation chairs in place. PEEPs in place for key students	Site Team	Ongoing		Students and staff needs being met Also see Fire Policy	On-going
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Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
Ensure that if required our site is accessible for prospective students who use a wheelchair.	Maintain lifts and automatic doors. Audit the site if necessary.	Site Team	Ongoing		Students who use wheelchairs feel able to access our site	On-going
External Ramps	Review of gradient of any slopes with any building works	Site Team	Ongoing		Slopes are usable	On-going

Improving acoustics for designated hearing impaired students	Continue to train staff Extend the number of classrooms which have acoustic boards	SENCO Site Team	Yearly and ongoing.		Hearing Impaired students are able to have full access to the curriculum.	
Minibus provision	Gryphon vehicles cannot be adapted to carry wheelchairs so specialist vehicles will be used to allow access to all activities for all individuals – as vehicles are replaced new ones	SAST procurement team	Ongoing	TBA	Ability to access the full range of activities for all students	As vehicles are replaced

Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
	should meet accessibility requirements					

Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete

Develop our use of ICT to offer students with learning needs a better experience	-working group on use of ICT exam access arrangement -increased use of ICT in Nurture groups via Chromebooks -use of immersive reader in office365	SENCO/ Exams officer	ongoing		Students more confident in using access arrangements. Improved grades at GCSE for children with SEN.	On-going
Delivery of school information to parents and the local community improved	To review parental and student access to information. All student information including reviews, reports, SEN information is available	SLT			All school information available for all Review completed and information available	On-going

Making written information more accessible						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
	via remote access enabling different text size to be chosen to make information more accessible.				Paper copies available if needed	

Fair access to exams	Access arrangements for students who need them	SENCO	ongoing		Students are access, complete and achieve their potential in their exams	On-going
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