

Policy: **Accessibility Plan**

Date: March 2023

Review date: Spring 2026

Authorised by: Governing Body

Updated by: Headteacher

Dunalley Primary School welcomes all students. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in light of safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

Contents

1. [Aims](#)
2. [Legislation and guidance](#)
3. [Action plan](#)
4. [Monitoring arrangements](#)
5. [Links to other policies](#)

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This is reflected in our school vision and values:

Learning and achieving together

Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

- ***We value each individual and celebrate diversity***
- ***We care about each other and the environment***
- ***We persevere and grow together***
- ***We are ready, respectful and safe***

Our goal is to equip our children with the knowledge, understanding, skills and attitudes that will enable them to thrive in our ever-changing world.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school successfully offers an adapted curriculum for all pupils: <i>Support for pupils with SEND is strong. Teachers know theses pupils well. Adaptations in lessons are helping them to learn and become more independent. Personalised support to succeed is also provided in line with pupils' specific needs.</i> (Ofsted Report, 2023).</p> <p>We engage with educational research and consistently use Education Endowment Foundation recommendations in our daily practice.</p>	<p>To continue to train staff to enable them to meet the needs of children with a range of SEND in the best possible way.</p> <p>To continue to provide specialist equipment to promote participation in learning by all pupils.</p>	<p>Regular staff training to be provided through</p> <ul style="list-style-type: none"> - SEND focused staff meetings - The National College - GCC Advisory Teaching Service and other teams - Attendance at external professional learning events e.g. GCC Closing 	Assistant Headteacher for Inclusion/SENCO	September 2026	<p>Staff continue enhance their ability to skilfully enable all children to access the curriculum and thrive.</p> <p>Leaders and teachers continue to ensure that planning for pupils' individual needs is sharply focused.</p> <p>Children with SEND consistently benefit from personalised</p>

	<p>We use teaching techniques and resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		<p>the Gap conference and SENCO cluster meetings</p> <ul style="list-style-type: none"> - Engagement with WalkThru training materials <p>SENCO and teachers to continue to assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, covered overlays, sensory equipment.</p>			resources and teaching techniques.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of all pupils.</p> <p>This includes:</p> <ul style="list-style-type: none"> - Wide corridors and doorways - An accessible parking bay 	<p>To continue to ensure that, where possible, the school buildings and grounds are accessible for all children and adults.</p> <p>To enhance access to the school's physical environment for all.</p>	<p>Audit of accessibility of school buildings and grounds by Governors. Suggested actions are implemented as the budget allows.</p>	School Business Manager	September 2026	<p>Our physical environments continue to be fully accessed by all members of our community.</p> <p>All children enjoy and benefit from a wide range of</p>

	- Accessible toilets and changing facilities					opportunities in our internal and external grounds.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy