Policy: **Accessibility Plan**
Date: September 2026
Review date: September 2029 (or sooner if required)
Authorised by: Governing Body
Updated by: Headteacher

Dunalley Primary School welcomes all students. We take safeguarding very seriously and all 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. Identifying and removing barriers
4. Action plan
    a. Increasing access to the curriculum
    b. Improving and maintaining access to the physical environment
    c. Improving the availability of accessible information
    d. Supporting accessibility for families and young carers
5. Monitoring arrangements
6. Links to other policies

1. Aims

Dunalley Primary School is committed to ensuring that all pupils can participate as fully as possible in school life. Our approach is rooted in our vision, "Learning and achieving together", and in our values: we value each individual and celebrate diversity; care about each other and the environment; persevere and grow together; and are ready, respectful and safe.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to set out how we will:

- increase the extent to which pupils with disabilities can access and participate in the curriculum;
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to pupils with disabilities.

We also seek to ensure that the school is accessible and welcoming to families, including parents and carers with disabilities and/or illness and families of young carers, and that barriers to communication and participation are identified and reduced.

Our approach to accessibility and inclusion

Accessibility is not viewed as a separate initiative. It is part of our wider commitment to inclusive education and is closely connected to high-quality teaching, SEND provision, equality, safeguarding, attendance, behaviour, personal development and the design of our learning environments.

Adaptive practice is central to this plan. Teachers use their knowledge of pupils, formative assessment and observation to identify barriers and adapt teaching, resources, communication, task design, the learning environment and adult support. Adaptations are intended to enable pupils to access ambitious learning, participate alongside their peers wherever appropriate and develop increasing independence.

Our graduated approach provides increasingly personalised support where ordinarily available provision and classroom adaptations alone are insufficient. Reasonable adjustments are planned in response to individual need and reviewed for impact.

The Dunalley Inclusion Base, which is due to open in October 2026, will strengthen this continuum of provision. It is being established as a teacher-led provision within our mainstream school for pupils who require additional or personalised support to access learning successfully and at appropriate developmental levels which cannot be reasonably adapted for within a mainstream class. It will be part of Dunalley rather than separate from it. Pupils will remain members of their mainstream classes and the wider school community, with meaningful opportunities to learn and participate alongside peers planned according to individual need.

As the Inclusion Base opens, observation and assessment will be used to understand how each pupil learns, identify barriers to engagement and learning; and inform personalised provision. This may include curriculum design and implementation, communication approaches, sensory regulation strategies, environmental adjustments, task/activity design and adult interaction. Where appropriate, progress will be considered holistically, including engagement, communication, independence, emotional regulation, sensory tolerance and executive functioning alongside relevant curriculum learning and EHCP outcomes.

The new Inclusion Base will establish an individualised, evidence-led approach to movement between Base and mainstream provision. Transition will be gradual and responsive to need, taking account of communication, sensory and regulation needs. Successful inclusion will be understood as meaningful and sustainable participation, not simply physical presence in a classroom. Any re-integration to mainstream classes following a period of time within the Inclusion Base is carefully, planned for, assessed and monitored to ensure a successful reintegration into full mainstream class access. This will be based on individual need and supported by re-integration measures.

We work in partnership with pupils, families, the local authority and relevant education, health and other professionals to identify barriers and develop appropriate reasonable adjustments and provision.

We are committed to ensuring that staff understand equality and disability issues, including the school's duties under the Equality Act 2010. Relevant professional development supports staff to identify barriers, make reasonable adjustments and implement effective inclusive practice.

Our SEN Information Report refers to this Accessibility Plan and provides further information about how we support pupils with SEND and disabilities.

2. Legislation and guidance

This plan is intended to meet the requirements of Schedule 10 of the Equality Act 2010 and should be read alongside the Department for Education's guidance on the Equality Act 2010 and the SEND Code of Practice.

The Equality Act 2010 defines disability in relation to a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Schools are required to make reasonable adjustments to avoid disabled pupils being placed at a substantial disadvantage.

This plan also takes account of current Department for Education guidance on inclusion bases and inclusive education estates. These sources reinforce the importance of identifying and removing barriers, well-targeted adaptations, pupils' long-term success and opportunities for inclusion with mainstream peers.

3. Identifying and removing barriers

We use a continuous cycle so that accessibility work leads to practical change:

Identify: Use knowledge of the pupil, formative assessment, observation, pupil and family voice, SEND plans/EHCP outcomes and specialist advice to identify barriers.

Understand: Consider the interaction between the pupil and the curriculum, communication, sensory demands, physical environment, routines, relationships and expectations.

Adapt: Make reasonable adjustments and adapt teaching, resources, communication, environment, task design and adult support.

Review impact: Consider whether the adjustment is reducing the barrier, increasing participation and supporting progress and independence.

Refine: Retain, strengthen, reduce or change support in response to evidence and the pupil's changing needs.

For pupils accessing the Inclusion Base, this cycle is supported by regular observation and review. Evidence is triangulated with relevant EHCP outcomes, social, emotional and mental health information, executive functioning observations, curriculum evidence and the views of the family and, wherever possible, the child. Information gained from assessment is used to adapt subsequent provision rather than simply being recorded.

4. Accessibility action plan 2026-2029

The action plan below sets out current practice, objectives, actions, responsibility, timescales and success criteria. It will be monitored during the life of the plan and updated where needs, priorities or the school environment change.

Aim A: Increase access to the curriculum

We will identify and reduce barriers to learning and participation through high-quality inclusive teaching, adaptive practice, reasonable adjustments and increasingly personalised provision where required.

Curriculum review will also consider representation and ensure that, where appropriate, curriculum resources include positive and meaningful examples of people with disabilities.

Objective	Current position	Objectives Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Embed consistently effective adaptive practice across the school.	Teachers already use adaptations and personalised resources. The next phase is to strengthen consistency and ensure adaptations are purposeful, evidence-informed and promote long-term success.	Continue professional development focused on adaptive teaching, SEND, communication, executive functioning, sensory needs and identified cohort needs. Use learning walks, coaching, pupil work, pupil voice and professional dialogue to identify strengths and areas for development. Share effective approaches across phases. Staff training / support with new technology to support pupils e.g. scanning pens, AACs and motor aids (see IMF) to support curriculum accessibility.	Inclusion Lead/Teaching and Learning Lead	Ongoing 2026-2029	Monitoring shows that staff know pupils' needs well and routinely make well-targeted adaptations. Pupils with disabilities access ambitious learning and participate successfully. Adaptations support increasing independence rather than unnecessary dependency.

Ensure assessment and observation consistently lead directly to adaptation.	Assessment and observation already inform adaptive practice across the school. As the new Inclusion Base opens, a clear and consistent assessment-and-review cycle will need to be established so that information about pupils' engagement and needs directly informs provision from the outset.	Continue to use formative assessment, observation, pupil/family voice, SEND plans, EHCP outcomes and specialist advice across the school. From the opening of the Inclusion Base, establish regular observation and review routines so that identified barriers lead to specific changes in teaching, communication, sensory support, environment, task design or adult interaction.	Inclusion Lead/Inclusion Base Teacher	Across school: ongoing. Inclusion Base: establish from opening and review during the first year.	Across the school, reviews show a clear link between identified need, adaptation and impact. During the Inclusion Base's first year, agreed assessment and review routines become embedded and evidence is used consistently to refine provision.
Establish and develop the Inclusion Base as a high-quality part of Dunalley's graduated approach.	The Inclusion Base is a new provision and is due to open shortly. It has been designed to strengthen Dunalley's graduated approach by providing teacher-led, highly personalised provision for pupils who require additional or different support to access learning successfully.	Open and establish the Inclusion Base in a planned way. Implement clear entry, baseline, observation, assessment, planning and review processes. Establish appropriate approaches for each pupil's pathway, including the Engagement Model where applicable, alongside communication, executive functioning, SEMH, sensory and curriculum information. Build regular moderation and quality assurance into the provision as it develops.	Inclusion Lead/Inclusion Base Teacher	Opening phase: Autumn 2026. Establish and review during 2026–27; develop further across 2027–29.	The Inclusion Base opens with clear systems, roles and routines. Pupils receive provision matched to assessed need. During the first year, leaders can demonstrate that assessment is informing provision and that pupils are making progress from their individual starting points. Practice is reviewed and refined as the provision becomes established.

Maximise meaningful inclusion with mainstream peers.	The Inclusion Base is being established as part of Dunalley, not as a separate setting. From the outset, links with pupils' mainstream classes and the wider life of the school will need to be deliberately planned and reviewed.	Before and from opening, agree communication routines between Inclusion Base and mainstream teaching teams. Plan individual opportunities for pupils to access mainstream classes, curriculum experiences, assemblies, play, lunch, clubs, visits and wider school life according to need. Put agreed adaptations in place before mainstream sessions and review their impact.	Inclusion Lead/SENCO; Inclusion Base Teacher; Class Teachers	Plan before opening; implement and review from Autumn 2026 onwards.	Strong links between the new Base and mainstream classes are established from the outset. Pupils have planned, meaningful opportunities to participate with peers according to individual need. Evidence from early reviews is used to refine the balance of Base and mainstream provision.
Ensure transition and reintegration are evidence-led and individualised.	As a new provision, the Inclusion Base will need to establish a careful approach to movement between Base and mainstream provision. The planned framework emphasises gradual, reversible and evidence-led transition, with sensory, communication and regulation needs considered from the outset.	Establish the staged transition/reintegration process as the Base opens. Develop baseline information and individual sensory and communication profiles where appropriate. Involve pupils and families in planning. Agree predictable routines, environmental adaptations, regulation opportunities and support before mainstream sessions begin. Review each stage and increase, maintain or reduce mainstream time in response to evidence rather than fixed dates.	Inclusion Lead/SENCO; Inclusion Base Teacher; Class Teacher	Framework in place for opening; applied and evaluated from Autumn 2026; at least half-termly review where applicable.	A consistent transition/reintegration process is established during the Base's first year. Decisions are evidence-led and individualised. Pupils and families understand the process, and early experience is used to refine the pathway.

Aim B: Improve and maintain access to the physical environment

We will consider physical, sensory and environmental accessibility across the whole site, recognising that barriers can arise from the design and organisation of spaces as well as from physical access.

Objective	Current position	Objectives Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Embed consistently effective adaptive practice across the school.	Teachers already use adaptations and personalised resources. The next phase is to strengthen consistency and ensure adaptations are purposeful, evidence-informed and promote long-term success.	Continue professional development focused on adaptive teaching, SEND, communication, executive functioning, sensory needs and identified cohort needs. Use learning walks, coaching, pupil work, pupil voice and professional dialogue to identify strengths and areas for development. Share effective approaches across phases.	Inclusion Lead/Teaching and Learning Lead	Ongoing 2026-2029	Monitoring shows that staff know pupils' needs well and routinely make well-targeted adaptations. Pupils with disabilities access ambitious learning and participate successfully. Adaptations support increasing independence rather than unnecessary dependency.
Ensure assessment and observation consistently lead directly to adaptation.	Assessment and observation already inform adaptive practice across the school. As the new Inclusion Base opens, a clear and consistent	Continue to use formative assessment, observation, pupil/family voice, SEND plans, EHCP outcomes and specialist advice across the school. From the opening of the Inclusion Base, establish regular observation and review routines so that identified barriers lead to	Inclusion Lead/Inclusion Base Teacher	Across school: ongoing. Inclusion Base: establish	Across the school, reviews show a clear link between identified need, adaptation and impact. During the

	assessment-and-review cycle will need to be established so that information about pupils' engagement and needs directly informs provision from the outset.	specific changes in teaching, communication, sensory support, environment, task design or adult interaction.		from opening and review during the first year.	Inclusion Base's first year, agreed assessment and review routines become embedded and evidence is used consistently to refine provision.
Establish and develop the Inclusion Base as a high-quality part of Dunalley's graduated approach.	The Inclusion Base is a new provision and is due to open shortly. It has been designed to strengthen Dunalley's graduated approach by providing teacher-led, highly personalised provision for pupils who require additional or different support to access learning successfully.	Open and establish the Inclusion Base in a planned way. Implement clear entry, baseline, observation, assessment, planning and review processes. Establish appropriate approaches for each pupil's pathway, including the Engagement Model where applicable, alongside communication, executive functioning, SEMH, sensory and curriculum information. Build regular moderation and quality assurance into the provision as it develops.	Inclusion Lead/Inclusion Base Teacher	Opening phase: Autumn 2026. Establish and review during 2026–27; develop further across 2027–29.	The Inclusion Base opens with clear systems, roles and routines. Pupils receive provision matched to assessed need. During the first year, leaders can demonstrate that assessment is informing provision and that pupils are making progress from their individual starting points. Practice is reviewed and refined as the provision becomes established.
Maximise meaningful inclusion with mainstream peers.	The Inclusion Base is being established as part of Dunalley, not as a separate setting. From the outset, links	Before and from opening, agree communication routines between Inclusion Base and mainstream teaching teams. Plan individual opportunities for pupils to access mainstream classes, curriculum experiences,	Inclusion Lead/SENCO; Inclusion Base Teacher; Class Teachers	Plan before opening; implement and review	Strong links between the new Base and mainstream classes are established from

	with pupils' mainstream classes and the wider life of the school will need to be deliberately planned and reviewed.	assemblies, play, lunch, clubs, visits and wider school life according to need. Put agreed adaptations in place before mainstream sessions and review their impact.		from Autumn 2026 onwards.	the outset. Pupils have planned, meaningful opportunities to participate with peers according to individual need. Evidence from early reviews is used to refine the balance of Base and mainstream provision.

Aim C: Improve the availability of accessible information

We will provide information in ways that enable pupils and families to understand, participate and make informed choices.

Objective	Current position	Objectives Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure information for pupils is accessible in the format they need.	*The school already uses a range of visual and adapted communication approaches. The opening of the Inclusion Base creates an opportunity to establish consistent communication profiles and accessible information approaches for pupils using the new provision.*	Continue to identify communication and information needs through assessment and pupil profiles. As the Inclusion Base opens, establish individual communication approaches/passports where appropriate and ensure relevant strategies are shared with mainstream staff. Provide visual timetables, now-and-next supports, symbols, adapted print, AAC and other formats according to identified need, including specialist formats such as Braille or hearing-support systems where required. Develop a 'Dunalley visual branding' whereby colours and fonts are consistent and in a dyslexia/visual friendly font and colours.	Teachers; Inclusion Lead/SENCO; Inclusion Base Teacher	Ongoing across school; Inclusion Base systems established from opening and reviewed during 2026–27.	Pupils can access the information needed to participate in learning and school life. For pupils using the new Base, agreed communication approaches are established, understood by relevant adults and increasingly consistent across Base and mainstream contexts.
Improve accessibility of information for families.	*Families should be able to understand and respond to important school information, including where disability,*	Ask families about communication needs where relevant. Provide reasonable alternative formats or methods, including accessible digital documents, enlarged print, telephone/in-person explanation or other	Office Manager; Headteacher; Inclusion Lead/SENCO	Ongoing	Families can access key information and participate in meetings and school processes. Identified

	illness, language or caring responsibilities create barriers.	agreed approaches. Consider accessibility when planning meetings and events.			communication barriers are addressed promptly.
Review signage and key information across the site.	*Clear, consistent information supports independence and access for pupils, families and visitors.*	Review internal signage and wayfinding. Use clear language, visual/pictorial support and accessible positioning where this would improve access.	SBM; Inclusion Lead/SENCO	By Summer 2027; thereafter as needed	Key areas are easy to identify and navigate. Additional visual support is available where it reduces barriers.

Aim D: Support accessibility from families and young carers

In addition to the three statutory aims above, we will consider accessibility for parents/carers with disabilities and/or illness and the needs of young carers and their families.

Objective	Current position	Objectives Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure school events, meetings and support are accessible to parents/carers with disabilities and/or illness.	Accessibility extends to families' ability to engage with school, attend meetings and access support.	When a need is known, discuss reasonable adjustments with the family. Consider location, timing, physical access, remote participation, communication format and other practical barriers.	Headteacher; Office Manager; Inclusion Lead/SENCO	Ongoing	Families with identified access needs can participate in meetings, events and decision-making with appropriate adjustments.
Recognise and reduce barriers experienced by young carers and their families.	Young carers may experience barriers to attendance, participation, communication or family engagement.	Use safeguarding, attendance and family-support systems to identify needs sensitively. Coordinate support and reasonable adjustments with the child and family and signpost to appropriate services where relevant.	DSL; Family Support; Inclusion Lead/SENCO	Ongoing	Identified young carers and their families receive coordinated support. Barriers to participation are considered and reasonable adjustments are made where needed.

4. Monitoring arrangements

The governing body will approve and oversee this plan. The Headteacher and relevant leaders will monitor implementation and report progress through established school improvement, SEND, premises and governance processes. The governing body will consider progress as part of the annual review and will approve the next full plan, or any substantive revision requiring approval.

Monitoring may draw on:

- accessibility audits and premises reviews;
- learning walks, lesson visits, work scrutiny and coaching evidence;
- SEND reviews, EHCP outcomes and provision reviews;
- Inclusion Base observation, assessment and review information;
- pupil voice, including the views of pupils with disabilities and pupils accessing the Inclusion Base;
- feedback from parents/carers and relevant professionals;
- attendance, behaviour and participation information where this helps identify barriers;
- records of reasonable adjustments and their impact; and
- progress against the objectives and success criteria in this action plan.

The plan will be reviewed at least annually for progress and priorities and will be formally reviewed at least every three years. It may be revised sooner where there are significant changes to pupil need, the school environment, legislation or statutory guidance.

5. Roles and responsibilities

Governing Body: Approve the plan; monitor strategic implementation; consider accessibility within decisions about curriculum, SEND, equality, premises and resources; and hold leaders to account for progress.

Headteacher: Provide strategic leadership for accessibility and inclusion; ensure reasonable adjustments and statutory duties are understood; and ensure the plan is implemented and reviewed.

Inclusion Lead/SENCO: Lead identification and removal of barriers for pupils with SEND and disabilities; support adaptive practice; coordinate specialist advice; quality assure provision; and oversee relevant Inclusion Base assessment and transition processes.

Teachers and teaching teams: Know pupils' strengths and needs; use formative assessment and observation; implement reasonable adjustments and adaptive practice; review impact; promote independence; and communicate concerns promptly.

Inclusion Base team: Provide teacher-led personalised provision; observe and assess pupils in ways appropriate to their pathway; use evidence to adapt practice; maintain strong links with mainstream classes; and support evidence-led transition and reintegration.

School Business Manager: Consider accessibility within premises, procurement and site management and coordinate identified physical-environment actions.

Pupils and families: Contribute their knowledge and views to assessment, planning and review wherever possible. Their experience is an important source of evidence about whether adjustments are effective.

6. Links with other policies and documents

- SEND Policy and SEN Information Report
- Equality information and objectives
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Risk assessments and individual access arrangements where applicable
- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Curriculum and teaching guidance
- Inclusion Base documentation, including observation, assessment and reintegration processes