



**Dunstall  
Park**  
Primary School

# Accessibility Plan

# ACCESSIBILITY PLAN 2024 - 2027

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This works hand in hand with the SEND Code of Practice 2015. 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

We believe that each person in all their unique difference should be able to thrive and be supported to know their intrinsic value. We aim to shape children to reach their full potential and to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We have high ambition for all pupils and firmly believe in achievement for all, aiming to ensure that all children enjoy full participation and achievement in all aspects of school life.

We aim to:

- Overcome potential barriers to learning so that all children enjoy full access to our rich, engaging curriculum
- Continually improve progress and outcomes for all pupils
- Continually review our building and facilities in response to the needs of our community
- Respond sensitively and sensibly to the needs of individuals within our school community, seeking advice from outside support agencies whenever possible
- Consider carefully the views of all parties: pupils, parents, advocates, teaching and non-teaching staff when writing our accessibility plan
- Ensure that our plans for improved accessibility are monitored and reviewed regularly

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

The school supports any available partnerships to develop and implement the plan, including working alongside Staffordshire Local Authority.

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.

This plan will be made available online on the school website. Paper copies are available upon request.

## 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

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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. This policy adheres to the principles under data protection law. For further information, please review the school's data protection policy published on the school's website.

## Monitoring Arrangements

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

It will be approved by the school's advocates.

## Links with other policies

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

- Risk Assessment policy
- Health and Safety policy
- Equality Information and Objectives
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Needs policy

## Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the Curriculum				
Aim	Current Good Practice			
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>All pupils access and are taught the whole curriculum. Our curriculum is rich, broad and balanced and encourages children to be resilient, inquisitive and independent learners.</li> <li>We ensure quality first teaching for all children, including those with additional needs and/or disabilities.</li> <li>Our school offers an adapted, relevant curriculum for all pupils through high quality planning, preparation and resources.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>Curriculum resources include examples of people with disabilities and work is underway to ensure that disability is visible in our school.</li> <li>Curriculum progress and attainment is tracked for all pupils, including those with a disability and SEN.</li> <li>Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>Targets are reviewed termly and additional support is put in place for those children at risk of falling behind.</li> <li>ILPs (Individual Learning Plans) and EHCPs are used effectively to set, monitor and evaluate targets.</li> <li>Intervention and other small group intervention as required for all pupils who require additional support, including those with disabilities.</li> <li>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</li> </ul>			
Short Term Objectives	Action to be taken	Date to complete actions by	Persons responsible	Success Criteria
Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate for their needs	<p>Staff to consider the needs of all pupils in their care, when completing medium term and short-term planning. This should include the <b>full</b> curriculum offer.</p> <p>Discussion with parents/carers during Nursery/Reception home visits regarding possible adjustments</p> <p>Discussion with parents/carers of new pupils regarding possible adjustments</p> <p>Involvement of outside support agencies to support reasonable adjustments</p> <p>Whenever possible, discussion with child regarding possible adjustments</p> <p>Care Plans set up for those children with medical needs and all staff aware of these needs</p>	Ongoing	<p>HoS</p> <p>Early Years Lead</p> <p>Hub SENDco</p> <p>Class teachers</p>	<p>Reasonable adjustments made so that all pupils access an appropriate curriculum</p> <p>All parties involved have a strong focus on pupils' learning</p> <p>Children actively involved and highly engaged in learning</p>

<p>Closely monitor progress and attainment data for pupils with disabilities to ensure progress and achievement</p>	<p>Individuals/groups of children discussed during leadership and pupil progress meetings</p> <p>Any concerns discussed with Hub SENDco,</p> <p>Interventions in place as appropriate and clear review date set</p> <p>Involve pupil and parents/carers/outside agencies if necessary</p>	<p>Ongoing</p>	<p>HoS</p> <p>Early Years Lead</p> <p>Hub SENDco</p> <p>Class teachers</p> <p>Intervention teachers</p>	<p>Progress and attainment of pupils with disabilities closely monitored</p> <p>Interventions in place with clear monitoring and evaluation</p> <p>Support network put in place if necessary</p>
<p>Ensure pupils with disabilities have full access to ICT</p>	<p>All pupils to have access to an iPad in school</p> <p>All pupils to have access to an iPad at home from Year 1</p> <p>Assess pupil needs in terms of physical access, ICT software, time and training</p>	<p>Ongoing</p>	<p>HoS</p> <p>Early Years Lead</p> <p>Hub SENDco</p>	<p>Full and purposeful access to ICT for all pupils with disabilities</p>
<p>Ensure that learning is adapted and resourced appropriately for pupils with disabilities</p>	<p>Initial meeting at beginning of academic year with Early Years Lead, class teacher and learning assistant, if necessary, to discuss child's attainment, specific needs and resources</p> <p>HoS and Hub SENDco to monitor attainment and progress, making suggestions, seeking advice from outside agencies, as appropriate.</p> <p>LPs written and reviewed regularly</p>	<p>Ongoing</p>	<p>HoS</p> <p>Early Years Lead</p> <p>Hub SENDco</p> <p>Class teacher</p> <p>Learning assistant</p>	<p>Pupils with disabilities accessing a relevant, appropriately resourced curriculum</p>
<p>Ensure that pupils with disabilities have equal access to extra-curricular activities</p>	<p>HoS to record numbers of pupils with SEND accessing extra-curricular learning activities</p> <p>Person responsible for organising/leading activity to ensure that pupils have equality of opportunity for participation</p> <p>Person responsible for organising/leading activity to liaise with Hub SENDco/parents so that appropriate support is in place</p>	<p>Ongoing</p>	<p>HoS</p> <p>Hub SENDco</p> <p>Class teachers</p> <p>All staff involved in planning/leading extra-curricular learning opportunities</p>	<p>Pupils with disabilities (and their parents) given all information regarding extra-curricular activities</p> <p>Pupils with disabilities given equal access to extra-curricular activities</p>

Ensure that children have full access to the curriculum by promoting excellent attendance and punctuality	<p>HoS to monitor attendance of SEND group half-termly and individuals at a weekly level</p> <p>Liaise with parents to praise good attendance and to also discuss attendance/punctuality concerns</p> <p>Class teachers/Hub SENDco to also discuss any attendance concerns through LPs reviews/SEND meetings with parents and how school can support</p> <p>Pupils with ongoing medical needs should not be penalised for lower attendance due to medical appointments</p> <p>Class teachers to actively promote good attendance for all pupils weekly</p>	Ongoing	HoS Hub SENDco Class teachers	<p>Children's attendance will be at least 97%, if not above</p> <p>Children will arrive before the close of registers and maintain good levels of punctuality</p> <p>Pupils with long term medical conditions should be able to continue learning at home, where possible</p>
<b>Medium Term Objectives</b>	<b>Action to be taken</b>	<b>Date to complete actions by</b>	<b>Persons responsible</b>	<b>Success Criteria</b>
Ensure that teaching staff and learning assistants have access to relevant training for specific children	<p>Utilise existing experience/skills when organising classes/as children move year groups</p> <p>Assess training needs of staff working with specific children</p> <p>Allocate funding for such training and use training currently available with the ATLP</p> <p>Close working with Hub SENDco and outside agencies to discuss additional training needs</p>	Ongoing	HoS Hub SENDco	<p>Increased confidence of staff working with pupils with disabilities</p> <p>School staff prepared in advance for pupils with additional needs</p>
Ensure that teaching staff and learning assistants are familiar with current legislation and documentation with regard to disability/accessibility	<p>Identified staff to attend relevant courses</p> <p>New initiatives/documentation discussed at leadership meetings and shared with staff as necessary</p> <p>CPD days and when necessary – update staff regarding changes to school policies, procedures and current legislation. Use of CPD days, staff workshops and learning assistant meetings for updates.</p>	Ongoing	HoS Early Years Lead Hub SENDco	All staff familiar with relevant, current legislation and documentation
<b>Long Term Objectives</b>	<b>Action to be taken</b>	<b>Date to complete actions by</b>	<b>Persons responsible</b>	<b>Success Criteria</b>

<p>To ensure smooth transition from current year group to the next academic year group</p>	<p>Initial meeting at end of academic year with new class teacher and learning assistant, if necessary, to discuss child's attainment, specific needs and resources</p> <p>HoS and Hub SENDco to monitor attainment and progress, making suggestions, seeking advice from outside agencies, as appropriate</p> <p>LPs written and reviewed regularly – transition to new year group</p> <p>Transition timetable put into place where necessary, including current teacher, current learning assistant, new teacher, new learning assistant, new classroom, new part of school building, pupil and parents.</p>	<p>End of current academic year/start of new academic year</p>	<p>HoS Hub SENDco Class teachers Learning assistants</p>	<p>Pupils will feel confident moving from one year group to another</p> <p>The move to a different year group will not impact negatively on pupils, in respect of their additional needs or their learning</p>
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<p><b>Access to the Physical Environment</b></p>	
<p><b>Aim</b></p>	<p><b>Current Good Practice</b></p>
<p>Continually monitor and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• No steps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>

Short Term Objectives	Action to be taken	Date to complete actions by	Persons responsible	Success Criteria
<p>To review accessibility to all areas of school</p>	<p>Learning Walk carried out, focusing on accessibility to both inside and outside environment</p> <p>Learning walk undertaken with child and parents of any new children with accessibility concerns</p>	<p>Reviewed September each year</p> <p>Prior to child starting at school</p>	<p>HoS Hub SENDco Site Manager</p>	<p>Accessibility to all areas of school environment evaluated</p>

To ensure that all disabled pupils can be safely evacuated/invacuated	Evacuation/invacuation plans in place for identified children Individual evacuation/invacuation plan incorporated into termly fire practice Learning assistants trained on the safe evacuation of pupils with SEND Evac chair fitted on first floor near stairs	Reviewed September each year	Headteacher Hub SENDco Site Manager	Individual plans in place for identified children and all necessary adults fully aware of procedure
Disabled toilets well-maintained and all equipment easily accessed	Regular checks to ensure room is well-maintained	Reviewed regularly	Headteacher Hub SENDco Site Manager	Disabled toilet room maintained in appropriate condition
To ensure that all classroom equipment and resources are accessible for all pupils	HoS/Hub SENDco to carry out Learning Walk, focusing on accessibility of classroom resources and equipment HoS to discuss any issues with relevant staff	Ongoing	Headteacher Hub SENDco All staff	Classroom resources accessed by all pupils
<b>Medium Term Objectives</b>	<b>Action to be taken</b>	<b>Date to complete actions by</b>	<b>Persons responsible</b>	<b>Success Criteria</b>
To continue to improve signage in school for the visually impaired and those with learning difficulties	Assess existing signs around school in terms of size, position, colour and pictorial representation. Consider other areas around school where signs are needed – seek advice, if necessary.	Ongoing	Headteacher Hub SENDco Site Manager	Improved signage in school
The school is fully aware of the access needs of disabled children, staff, parents and carers.	Access needs are discussed with parents and support agencies upon a child's entry to school Access to physical environment is discussed with parents during LP/EHCP reviews/parents' meetings and, if necessary, incorporated into the child's LP/EHCP Use opportunities to consult with parents to ensure that their access needs are considered	Ongoing	Headteacher Hub SENDco Site Manager	Children's access needs addressed and all staff aware Staff/advocates' access needs considered Parents' and carers' needs considered  Additional resources sourced in advance of child starting



Long Term Objectives	Action to be taken	Date to complete actions by	Persons responsible	Success Criteria
To adapt the school as necessary when new pupils with very specific needs join the school	Access needs are discussed with parents and support agencies upon a child's entry to school School to purchase new equipment to meet the child's needs as they move through school	Ongoing	Headteacher Hub SENDco	Children's access needs are met prior to them joining school

Access to Information				
Aim	Current Good Practice			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Resources on iPad to improve accessibility</li> <li>• Take account of pupils' disabilities and their views about their preferred means of communication</li> </ul>			
Short Term Objectives	Action to be taken	Date to complete actions by	Persons responsible	Success Criteria
Visual timetables used where necessary, written or pictorial, depending on age and needs of child  Individual timetable in place for identified children	Pictures/symbols for timetables consistently used  Children needing individual timetables are discussed with Inclusion Lead	Ongoing – reviewed as necessary	Class teachers Hub SENDco	Children who need it, have access to a meaningful timetable
To continue to improve internal signage to ensure that pupils access correct information regarding environment around them	Assess existing signs around school in terms of size, position, colour and pictorial representation.  Class teachers to ensure that labels in the classroom are appropriate according to size of text, use of images where necessary  Consider other areas around school where signs are needed – seek advice, if necessary.	Ongoing	HoS  Class teachers  Hub SENDco	Improved signage in school and improved understanding of information by SEND pupils

Ensure that school website is continually updated so that parents and pupils are able to access current policies and plans	<p>Links in place to all relevant policies and plans</p> <p>Parents informed via newsletter</p>	Ongoing	HoS	Parents and pupils able to access policies and plans via school website
Ensure that parents and pupils are given advance warning, in an appropriate format, of all aspects of school relevant to their child.	<p>Class teachers/team leaders to ensure that all dates are entered in school diary, well in advance</p> <p>Class teachers/team leaders to consider advance notice to parents when booking visits</p> <p>Information provided via newsletter or class letters</p> <p>Identified pupils with significant needs (and their parents) may be provided with information personally.</p>	Ongoing	All staff	Parents and pupils given advance notice of all aspects of school relevant to pupil needs
<b>Medium Term Objectives</b>	<b>Action to be taken</b>	<b>Date to complete actions by</b>	<b>Persons responsible</b>	<b>Success Criteria</b>
Ensure that all information sent to parents/carers is in a format relevant to their needs: e.g. large print, translatable	<p>Taking every opportunity to establish needs of parents</p> <p>Office to keep up to date records of specific needs</p> <p>Seek advice from outside agencies, if necessary</p>	Ongoing	HoS Office staff	Parents/carers receiving information which is accessible to them