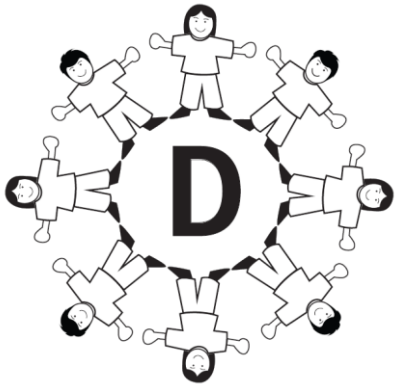
Dalestorth Primary and Nursery School



Accessibility Plan

September 2026

Our statutory responsibilities and the purpose of this plan are to over time increase accessibility for disabled pupils. We are committed to providing an 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of disability

A person has a disability 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 carry out normal everyday activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and Local Authorities against either current or prospective disabled pupils in their access to education. This plan has been drawn up in compliance with the current legislation and requirements as specified in The Disability Equality Scheme (2005) and Schedule 10 of the Equality Act (2010), which relates to disability. Schools are required to ensure that an accessibility plan is resourced, implemented and reviewed every 3 years. The accessibility strategies must be in writing and schools must make it publicly available by publishing them in the Governors' annual report to parents and publishing it on the school website. The school's complaints procedure covers the accessibility plan. The plan will be monitored through the curriculum and at the relevant Governor committee meetings. The plan will also be monitored by Ofsted as part of the inspection cycle.

We acknowledge that there is a need for on-going awareness and training for staff and Governors in disability discrimination.

What does an accessibility plan set out to do?

An accessibility plan sets out the school's intentions to plan for:

- Increased access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum, such as participation in after-school clubs, leisure and cultural activities as well as school visits.
- Improved access to the physical environment of school. This will include making improvements to the physical environment of school and physical aids to access education.
- Improved delivery of written information to disabled pupils. This will include ensuring that written information provided by school to its pupils is fully available to disabled pupils. Written documents such as timetables and information about school events should take account of pupils' disabilities.

What does Dalestorth set out to do?

At Dalestorth we are committed to working together to provide an inspirational and exciting learning environment where all children can develop enthusiasm for life-long learning. We believe children should feel happy, safe and valued so that they gain a respectful, caring attitude towards one another and the environment.

Dalestorth Primary aims to treat **all stakeholders** including pupils, prospective pupils, staff, governors, parents and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage, therefore allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people and planning to increase access to education for all disabled pupils. As part of the continued communication with parents, carers and other stakeholders, school continually look for ways to improve accessibility through conversation, feedback and discussion.

Contextual Information – school premises

All of the school buildings are single level. The playground (with the exception of the school field to some degree) is accessible for a person in a wheelchair.

Dining facilities include disability friendly tables and picnic benches.

On-site parking for staff and visitors includes dedicated disabled parking bays. There are 3 disabled toilet facilities on-site – one in Foundation Stage 1, one in the Year 3 classroom and one off the school hall.

Contextual information – current range of disability within Dalestorth

- Children requiring specialist equipment for movement (wheelchairs, walking frames, specialist chairs)
- Children and adults with significant nut allergies, requiring epipens
- Children with hearing impairments (requiring hearing aids)
- Children with visual impairments
- Children with diagnosed ADHD/Autism/Global Delay/Anxiety/varied additional learning needs
- Children with rare genetic conditions
- Children with food intolerances
- Children with Type 1 diabetes
- Children fed via a PEG or button
- Children with sensory processing disorders

When children enter school with specific needs or disabilities, school will always seek out appropriate advice and support. This may sometimes be from external agencies but will always include views from the child and their parents.

All medical information is collated and shared at staff meetings with all school staff. A list of children on individual medical plans, details of children with allergies or needing specialist diets/inhalers etc is displayed in the staffroom. All medical plans are kept in the medical file in the school office.

Medical plans have all been completed in conjunction with parents and sometimes with healthcare professionals. All medication taken in school is recorded. Medications and Epipens are kept in a locked medicine tin within the appropriate classroom or stored in the school office. Medicines will not be administered without a signed medicines form.

Staff hold a range of qualifications, such as Emergency First aid at Work, First Aid at Work and Paediatric First Aid. A list of First Aiders and their qualifications can be found displayed in the staffroom and the medical area and a list is kept in the medical file in the school office. Please also see the school medical conditions policy for more information.

Dalestorth Primary School Accessibility Plan

TARGETS	**STRATEGY/OBJECTIVE**	**OUTCOME/SUCCESS CRITERIA**	**TIMEFRAME & RESPONSIBILITY**
EQUALITY & INCLUSION			
To ensure that the accessibility plan is annually reviewed at Full Governing Body Meetings.	Clerk to governors to add to agenda for Autumn Full Governing Body Meeting.	Adherence to legislation. Progress on the plan reviewed annually.	Annually HT Full Governing Body
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate. Maintain a training log to the above effect.	All staff aware of issues and the best ways to improve accessibility. School to be effective at meeting the needs of its pupils, parents and community.	On-going SENCO Finance, Site & Personnel Committee
To ensure all other school policies take account of disability access and inclusion.	Ensured during review/design of all policies.	Policies reflect current legislation.	On-going HT/SENCO Governing Body
To promote and create positive images of disability around the environment and through the curriculum.	Invite disabled visitors into school to speak in assembly about their disabilities and achievements.	Children will grow into adults having an understanding of the needs of disabled people and seeing this as the norm.	On-going through PSHE curriculum & assemblies Head Teacher

	Use books and resources that promote disability in a positive light. Follow DEIB and AREP curriculums to promote the value in diversity.	Children will treat those with disabilities with respect and will respect that they can be independent.	PSHE Lead SENCO
PHYSICAL ENVIRONMENT			
CURRENT GOOD PRACTICE: The environment is adapted to the needs of the pupils as required including ramps, disabled parking bays and toilet facilities. Doorways are wide enough to be accessible to all. Dining areas are spacious and accessible for children with SEND. Separate dining arrangements can and have been made for children that find the dining hall overwhelming. School provides a visually stimulating environment for all children. Backing paper for displays is generally now neutral colours as to not be overwhelming. Classrooms areas are accessible to all and children appreciate and interact with the environment around them. The school field has become more accessible to children with physical SEND due to construction of paths. The wigwam and castle play equipment on the KS1 field and the chill-out shed on the KS2 field are accessible to all. Becoming an OPAL school from September 2025 has allowed for increased access to all areas of the school grounds for all pupils (with support if necessary). The main path into school has been widened and a secondary path has been added to avoid crowding. A range of fully accessible play equipment is available in the shed on the playground for use at lunchtimes. Resources will expand as OPAL becomes embedded. Chairs and tables are thoughtfully arranged as to not block routes around the classrooms/school site. The 'Hive' has been running successfully since September 2023. This provides children with significant additional needs and sensory processing disorders a space to learn without overstimulation, including access to a sensory room. A June 2024 visit from a Visual Impairment specialist stated that school is very compliant and accessible for those with any form of VI. DEIB (Diversity, Equity, Inclusion and Belonging) is now embedded within the school curriculum after being rolled out in the 2025-2026 academic year.			
TARGETS	**STRATEGY/OBJECTIVE**	**OUTCOME/SUCCESS CRITERIA**	**TIMEFRAME & RESPONSIBILITY**
To ensure that the school buildings and grounds are accessible for all children and adults wherever possible and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by governors. Suggest actions and implement as budget allows. Monitor for on-going changes and new needs.	Modifications will be made to the school building and grounds as needs arise.	On-going Finance, site & personnel Committee
To further improve access to the KS2 school field for wheelchair users.	Contact the disabled access team regarding advice and funding.	If required and if funding allows, a new accessible path to be installed on the bottom of the KS2 school field.	Head Teacher Finance, site & personnel Committee
To improve outdoor areas in school grounds.	To consider carefully the types of playground markings to have and the range of	To continue adding to small equipment accessible for children with disabilities.	Ongoing PE Leader

	playground equipment that is provided for play.	To ensure any steps/drops are clearly marked with yellow tape.	Management Team Finance, site & personnel Committee
To ensure school driveways, paths and roads around school are as safe as possible.	Communication with parents regarding building/safety messages. Increase provision for bike and scooter racks.	Safety – No accidents Easier access and exit to school	Ongoing Management team Site Manager
Pupil Health & Safety Audits.	Regular Health & Safety Audits by the Chair of Governors, Head Teacher & Site Manager. Individual audits and PEEPs (Personal Evacuation Plans) annually reviewed by Class Teachers/SENCO/Head Teacher.	All grounds are safe and reviewed. Personal audits for children (PEEPs) and staff are in place and reviewed annually or as necessary.	Termly Head Teacher Chair of Governors Site Manager SENCO Class Teachers
To ensure that the 'Hive' classroom and outdoor area meets need.	H&S audits by the Site Manager to maintain equipment in the outdoor space. Hive Staff will purchase and maintain appropriate environment resources.	Learners in the 'Hive' will have a safe, calming space to learn in.	Ongoing Head Teacher Hive Staff SENCO Management team Site Manager
CURRICULUM			
CURRENT GOOD PRACTICE: Targets are set effectively for all children, including those with SEND. Children with SEND have bespoke termly targets set and reviewed as part of their individual pupil profiles. BSquared software is used to break down targets into smaller steps where necessary. We now have several different BSquared frameworks to ensure all children are being monitored in the best way for their needs. All children's attainment and progress is carefully tracked. Informal assessments are undertaken by teachers as part of day-to-day provision. Formal pupil progress reviews are undertaken termly. A scaffolded curriculum is offered to all, ensuring support and challenge. School staff receive very regular training on high-quality teaching through weekly staff meetings. All children are able to access clubs, trips and residential visits. The curriculum and wider curriculum is inclusive for all.			

The SENCO reviews the needs of the children, makes observations, provides suggestions and training to make the curriculum as accessible as possible. This ensures all staff are in the best possible position to modify and provide a curriculum that all children can access. School seek advice from specialist services when necessary to ensure individual children are receiving the best possible curriculum.			
TARGETS	**STRATEGY/OBJECTIVE**	**OUTCOME/SUCCESS CRITERIA**	**TIMEFRAME & RESPONSIBILITY**
To continue providing specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. laptops/iPads, pencil grips, headphones, writing slopes etc through Occupation Therapist, SFSS and IT services.	Children will use equipment effectively to develop independent learning. Lessons start on time with adjustments already in place to accommodate the needs of individual pupils.	Termly SENCO SEND Governor Pupils & Strategic Development Committee
To meet the needs of individuals during statutory Key Stage 1 and 2 tests.	Children will be assessed in accordance with regular classroom practice and additional time, use of modified tests, scribes etc. will be applied for in good time.	Barriers to learning and the testing administration will be reduced or removed, enabling children to perform and reach their potential in the tests.	Annually Head Teacher (in conjunction with Class Teachers/SENCO)
To monitor and review attainment of all pupils with SEND.	Pupil progress meetings with SENCO/Class Teacher/Assessment lead Scrutiny of assessment data by Key Stage Leaders Analysis of interventions SEND specific action plan for improvements Use of BSquared smaller steps assessment tools to show steps of progress.	Progress made towards One Page Profile targets and BSquared targets, showing clear progress of pupils with SEND. Attainment and progress of pupils with SEND in line with National Averages.	Termly SENCO Head Teacher Assessment Lead SEND Governor Pupils & Strategic Development Committee
WRITTEN/OTHER INFORMATION			
CURRENT GOOD PRACTICE: We use a range of communication methods to ensure information is accessible including signage, large print and Makaton Symbols using InPrint software. Children's records provide enough information to raise awareness of their needs. These are GDPR compliant and stored securely. Medical records are updated annually (more regularly if needs change) and one page profiles are updated termly. Awareness raised regarding individual needs at specialised staff meetings. Relevant information displayed on boards in the staffroom means staff in school are fully aware of disabilities of children and strategies to use to support them fully. Written correspondence is shared via the school website, physical letters and the class dojo system. The class dojo system allows for language translation.			
TARGETS	**STRATEGY/OBJECTIVE**	**OUTCOME/SUCCESS CRITERIA**	**TIMEFRAME & RESPONSIBILITY**

To ensure that all parents and other members of the school community can access information easily.	Written information to be provided in different formats. Font size and page layouts to support children with visual impairments. Telephone conversation always possible. Face to face communication always possible. Annual parent questionnaire to ask about satisfaction of communication and information sharing. This will be communicated on the school website.	School is able to provide written information in different formats when requested for individual purposes. Parents and carers feel satisfied with range of communication.	As needed and annually, Office staff Pupils & Strategic Development Committee
To ensure that parents who are unable to attend school because of a disability can access important events.	Staff to hold parents' evenings by telephone or send home reports/make home visits. Main events such as sports days and shows to be recorded and sent home.	Parents feel included and informed regarding children's progress and participation in events.	Termly Teachers Pupils & Strategic Development Committee

POLICY REVIEW

This policy is to be reviewed annually.

Policy written: September 2021 by E Plumb
Policy reviewed: September 2022 by C Kennedy
Policy reviewed: September 2023 by E Plumb
Policy reviewed: September 2024 by E Plumb
Policy reviewed: September 2025 by E Plumb
Policy reviewed: September 2026 by E Plumb

Policy due to be reviewed September 2027